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UG COMMON COURSES

IV - Semester

41B

PART -1
HUMAN SKILLS DEVELOPMENT - II

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SYLLABUS

Part I - Human Skills Development - II

Unit - I

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Unit - II

Learning Objectives – domains of learning – methods of learning – importance of teaching techniques – instruction technology – instructor behavior – attention versus involvement

Unit - III

Need for Training and Development – Role of Development officers – administrators, consultants, designers and instructors – determining training needs – potential macro needs – usefulness of training – development of competency-based training programs – Ev aluation of training programs

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Unit - V

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UNIT - I

LESSON 1.1 JOB ANALYSIS

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Structure

Lesson 1.1 - Job Analysis
Lesson 1.2 - Manpower Planning
Lesson 1.3 - Performance Appraisal

Learning Objectives

After reading this chapter you will be able to:

- Define job analysis
- Understand the factors in Job Analysis
- Explain uses of Job Analysis
- Explain Techniques of Job Analysis
- Distinguish between job description, job specification and job design

Introduction

Every organization consists of people working in a variety of capacities to achieve a mission. Hence, an organization is defined "as people". Only such people who are trained to carry out the specific work of the organization can achieve the mission set by the organization. Only trained personnel are developed enough to carry out the work of the organization.

The works with in an organization is divided into "jobs" and "positions" to allow for the efficient accomplishment of organizational goals. Only an analysis will help to determine what type of people can help the organization to reach its mission. So, the organizations take up the task of analyzing the Jobs within an organization.

Job analysis is a detailed study of jobs to know the nature of and characteristics of people to be employed on various jobs. The general purpose of job analysis is to document the requirements of a job and the work performed. It also specifies the qualifications of positions. It is difficult to overstate the importance of job analysis in human resource management.

Definitions of Job Analysis

Job analysis as a concept is defined by experts of the field. Thus according to Edwin B. Flippo **"Job analysis is the process of studying and collecting information relating to the operations and responsibilities of a specific job".**

Robbins and De Cenzo define it as "Job analysis is the systematic exploration of activities within a job. It is a basic technical procedure. One that is used to

define the duties, responsibilities and accountabilities of a job." Based on the above definitions, we can see that Job Analysis has certain activities.

The job analysis may include the following activities

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- Reviewing the job responsibilities of current employees,
- Doing Internet research and viewing sample job descriptions online or offline highlighting similar jobs,
- Analyzing the work duties, tasks, and responsibilities that need to be accomplished by the employee filling the position,
- Researching and sharing with other companies that have similar jobs, and
- Articulation of the most important outcomes or contributions needed from the position.

Key Factors in Job Analysis are as follows

Task Identity

Employees receive more satisfaction from doing a 'whole' piece of work. This is likely to happen when the job has a distinct beginning and end which is clearly visible to the employees and others. It is important that employees see the end results of the work they have produced either on their own or as a part of a team.

Variety

Variety means more than simply adding an extra but similar task. For example, processing different forms would not make the work more meaningful as there would be no extra challenge.

Responsibilities

Employees need to feel responsible for a significant part of the work they perform, either individually or as part of a team. Work should be clearly identified enabling employees to see that they are personally responsible for the successes and failures that occur as a result of their own actions.

Autonomy

Autonomy means giving more scope to employees to regulate and control their own work.

Work Environment

A job should provide a safe and healthy working environment that is free from discrimination and harassment. It is also important to consider the types of work aids and equipment required to perform the role

Recognition and Support

Employees need jobs that contribute to self-respect, particularly through acceptance and recognition by fellow workers and supervisors.

Jobs should permit relationships between individuals and encourage team work; otherwise the employee can feel isolated which may result in negative feelings about their work and their work environment.

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Outcomes and Performance Measures

The standard of performance needs to be identified along with performance measures. This feedback will provide employees with an equitable capacity for ongoing learning and advancement.

Why is Job Analysis carried out?

Job analysis helps in the understanding of a unit of work and its linkage with other units of work. More specifically, the uses of job analysis may be summarized as follow:

1. **Manpower planning:** Job analysis helps in forecasting human resource requirements in terms of knowledge and skills. By showing lateral and vertical relationships between jobs, it facilitates the formulation of a systematic promotion and transfer policy. It also helps in determining quality of human resources needed in an organization.
2. **Recruitment:** Job analysis is used to find out how and when to hire people for future job openings. An understanding of the skills needed and the positions that are vacant in future helps managers to plan and hire people in a systematic way.
3. **Selection:** Without a proper understanding of what is to be done on a job, it is not possible to select a right person
4. **Placement and orientation:** After selecting people, we have to place them on jobs best suited to their interests, activities and aptitude. Similarly, effective job orientation program will help the employee in learning the activities and understanding duties that are required to perform a given job more effectively.
5. **Training:** If there is any confusion about what the job is and what is supposed to be done, proper training efforts cannot be initiated. Whether or not a current or potential job holder requires additional training can be determined only after the specific needs of the jobs have been identified through a job analysis.
6. **Counseling**: Managers can properly counsel employees about their careers when they understand the different jobs in the organization. Likewise, employees can better appreciate their career options when they understand the specific needs of various other jobs. Job analysis can point out areas that an employee might need to develop to further a career.
7. **Employee safety:** Job analysis reveals unsafe conditions associated with a job.

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8. **Performance appraisal**: By comparing what an employee is supposed to be doing (based on job analysis) to what the individual has actually done, the worth of that person can be assessed. Ultimately, every organization has to pay a fair remuneration to people based on their performance. To achieve this, it is necessary to compare what individuals should do (as per performance standards) with what they have actually done (as per job analysis).
9. **Job design:** Once the jobs are understood properly, it is easy to locate weak spots and undertake remedial steps. We can eliminate unnecessary movements, simplify certain steps and improve the existing ones through continuous monitoring. In short, we can redesign jobs to match the mental make-up of employees.
10. **Job evaluation**: Job analysis helps in finding the relative worth of a job, based on criteria such as degree of difficulty, type of work done, skills and knowledge needed, etc. This, in turn, assists in designing proper wage policies, with internal pay equity between jobs.

Techniques of Job Analysis

Job Analysis is carried out by using certain techniques. Such techniques are as follow:

(1) Observation Method

The Observation method of Job Analysis is suited for jobs in which the work behaviors are:

1) Observable involving some degree of movement on the part of the incumbent, or
2) Job tasks are short in duration allowing for many observations to be made in a short period of time or a significant part of the job can be observed in a short period of time, or
3) Jobs in which the job analyst can learn information about the job through observation.

   Jobs in which the Observation method is successful include:

   - Machine Operator/Adjuster
   - Construction Worker
   - Police Officer/Patrol Officer
   - Flight Attendant
   - Bus Driver
   - Housekeeper/Janitor
   - Skilled Crafts Worker

Advantages

With direct Observation, the trained job analyst can obtain first-hand knowledge and information about the job being analyzed. Other Job Analysis methods only allow the job analyst to indirectly obtain this information. Thus, with other methods of Job Analysis, sources of error are introduced either by the incumbent being interviewed or by items on the questionnaire. With direct observation of the incumbent, these sources of error are eliminated.

Direct Observation allows the job analyst to see (and in some cases experience) the work environment, tools and equipment used, interrelationships with other workers, and complexity of the job.

Direct Observation of incumbents may be necessary to support testimony if the incumbent or applicant for the job makes certain claims from the employer. A Job Analysis is necessary to support personnel actions that were taken. However, the job analysis may be of limited value if the job analyst has not seen the incumbent perform the job. In other words, relying solely on the incumbent's description of their job may not withstand the test of job description.

Testimony about jobs personally done is direct testimony and not subject to hearsay rules.

Disadvantages

One problem with the direct Observation method of Job Analysis is that the presence of an observer may affect the incumbent causing the incumbent to alter their normal work behavior. It is important for the analyst to be unobtrusive in their observations. Incumbents may alter their work behavior if they know they are being observed.

This method is not appropriate for jobs that involve significant amounts of time spent in concentration or mental effort.

(2) Interview Methods

Unstructured Interviews

Here, the interview is a conversation with no prepared questions or predetermined line of investigation. However, the interviewer should explain:

what is the purpose of the study and

what is the particular focus of this interview.

The roles and the purposes give structure. The interviewer generally uses a questioning strategy to explore the work the job holder performs. Listening and taking notes are very important. These enable follow up questions to be posed. The questions and responses - with summaries enable the interview to be controlled. The conversation takes on a structure with areas being considered, explored, related to each other and revisited to secure the depth of information required in job analysis.

Structured Interviews

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A structured interview may assume a definite format involving: charting a job-holder's sequence of activities in performance and an inventory or questionnaire that may be used.

Care is needed to set up such interactions. A specialist analyst is not involved and participants need to know what they are doing, why and what is expected as a result. They may be trained as interviewers and note the structure of the interview as recommended. Notes and records are to be retained for subsequent analysis as and when needed.

(3) Questionnaire

The questionnaire is a commonly used method of analyzing jobs and work. In this method the job holders are given a properly designed questionnaire aimed at eliciting relevant job-related information. After completion, the questionnaires are handed over to supervisors. The supervisors can seek further clarifications on various items by talking to the job holders directly. After everything is finalized, the data is given to the job analyst.

(4) Critical Incident

The **Critical Incident Technique** (**CIT**) is a set of procedures used for collecting direct observations of human behavior that have critical significance and meet methodically defined criteria.

The critical incident technique (CIT) is a qualitative approach to job analysis used to obtain specific, behaviorally focused descriptions of work or other activities. Here, the job holders are asked to describe several incidents based on their past experience. The incidents so collected are analyzed and classified according to the job areas they describe.

The job requirements will become clear once the analyst draws the line between effective and ineffective behaviors of workers on the job. The process of collecting a fairly good number of incidents is a lengthy one. Since, incidents of behavior can be quite dissimilar, the process of classifying data into usable job descriptions can be difficult. The analysts overseeing the work must have analytical skills and ability to translate the content of descriptions into meaningful statements.\

There are certain advantages to the Critical incident Technique which are asunder:

Advantages

- Flexible method
- Data is collected from the respondent's perspective and in his or her own words.
- Does not force the respondents into any given framework.

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- Identifies even rare events that might be missed by other methods which only focus on common and everyday events.
- Useful when problems occur but the cause and severity are not known.
- Inexpensive and provides rich information.
- Emphasizes the features that will make a system particularly vulnerable and can bring major benefits (e.g. safety).
- Can be applied using questionnaires or interviews.
- Job performance

Quantitatives Methods

(1) **The Position Analysis Questionnaire (PAQ)** developed by McCormick, Jeanneret, and Mecham (1972) is a structured job analysis instrument to measure job characteristics and relate them to human characteristics. It consists of 195 job elements that represent in a comprehensive manner the domain of human behavior involved in work activities. The items that fall into five categories:

- Information input (where and how the worker gets information),
- Mental processes (reasoning and other processes that workers use), \
- Work output (physical activities and tools used on the job),
- Relationships with other persons, and
- Job context (the physical and social contexts of work).

Over the course of many studies, PAQ researchers have aggregated PAQ data for hundreds of jobs; that database is maintained by Purdue University. A wealth of research exists on the PAQ; it has yielded reasonably good reliability estimates and has been linked to several assessment tools.

(2) **Functional Job Analysis (FJA)** is a task-based technique developed by Sidney Fine and colleagues in 1944. In this method, work elements are scored in terms of relatedness to data (0-6), people (0-8), and things (0-6), with lower scores representing greater complexity.

Job Description

Job description is the product of job analysis process.A job description is usually developed by conducting a job analysis, which includes examining the tasks and sequences of tasks necessary to perform the job.

Definition

Pigors and Myres **define job description as a: "pertinent picture of the organiza-tional relationships, responsibilities and specific duties that constitute a given job or position. It defines a scope of responsibility and**

continuing work assignment that are sufficiently different from that of other jobs to warrant a specific title"

In preparing a job description, the following details must be included:

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- A general description of the job
- The duties to be performed
- The job responsibilities
- Specific skills needed
- Education and experience required

Contents of Job Description

The items of job descriptions are:

1. Job Title

   The job tile should be short, definite and suggestive of the nature of the job.

2. Job Summary

   It is also be called the Job Objective or Purpose Statement. It also states about the Characteristics of the Job.

3. Job Duties.

   It may also be called Tasks Performed; may be as lengthy as necessary to fully describe each essential duty or responsibility which comprises the employee's functions, generally starting with principle duties.

4. Roles and responsibilities:

   Includes supervisory level, managerial requirements, and any working relationships.

   The position that an Individual holds in the organization.

5 Professional skills

   Describes in enough detail the key ability sets and experiences which will be required from past positions to allow a new hire to function and perform the duties of the job from day one.

Job Specification

Job specification is also the product of job analysis. Job specifications, also known as man or employee specifications, is prepared on the basis of job specification. It specifies the qualities required in a job incumbent for the effective performance of the job.

Basic contents of a job specification are;

1. Personal characteristics such as education, job experience, age, sex, and extra co-curricular activities.

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2. Physical characteristics such as height, weight, chest, vision, hearing, health, voice poise, and hand and foot coordination, (for specific positions only).
3. Mental characteristics such as general intelligence, memory, judgment, foresight, ability to concentrate, etc.
4. Social and psychological characteristics such as emotional ability, flexibility, manners, drive, conversational ability, interpersonal ability, attitude, values, creativity etc.

   Various contents of a job specification can be prescribed in three terms:
   1. Essential qualities which a person must possess;
   2. Desirable qualities which a person may possess; and
   3. Contra-indicators which are likely to become a handicap to successful job performance.

Based on job description and job specification, employing organizations insert advertisements in newspaper, other publications, internet etc. in order to minimize the size of the advertisements, most of the organizations prefer to include various contents of the job description and job specification only briefly; the details of such contents may be mentioned in the application forms to be filled-in by the prospective candidate or may be communicated to the candidate at the time of interview.

Job Design

Today's business environment, correct job design can help a company to become successful and competitive in the market. The job design is more emphasized and focused since jobs have to be designed using processes that model new types of job design.

Job design is the process of putting together various elements to form a job, bearing in mind organizational and individual worker requirements, as well as considerations of health, safety, and ergonomics. The scientific management approach of Frederick Winslow Taylor viewed job design as purely mechanistic, but the later human relations movement rediscovered the importance of workers' relationship to their work and stressed the importance of job satisfaction.

Approaches to Job Design

There are three important approaches to job design;

1. Engineering approach,
2. Human approach and
3. The Job characteristic approach.

Engineering Approach

The most important single element in the Engineering approaches, proposed by FW Taylor and others, was the task idea, "The work of every workman is fully

planned out by the management at least one day in advance and each man receives in most cases complete written instructions, describing in detail the task which he is to accomplish...

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This task specifies not only what is to be done but how it is to be done and the exact time allowed for doing it.” The principles offered by scientific management to job design can be summarized thus:

- Work should be scientifically studied. Taylor advocated fragmentation and routinisation of work to reap the advantages of specializations.
- Work should be arranged so that workers can be efficient.
- Employees selected for work should be matched to the demands of the job.
- Employees should be trained to perform the job.
- Monetary compensation should be used to reward successful performance of the job.

These principles to job design seem to be quite rational and appealing because they point towards increased organizational performance.

Problems with Engineering Approach

Walker and Guest indicated the problems with job specialization are:

(a) Repetition: Employees performed a few tasks repeatedly. This quickly led the employees to become very bored with the job. There was no challenge to the employees to learn anything new or to improve the job.

(b) Mechanical pacing: Assembly line workers were made to maintain a certain regular pace of work. They could not take a break when they needed to, or simply divert their attention to some other aspect of the job or another individual.

(c) No end product: Employees found that they were not turning out any identifiable end product; consequently, they had little pride and enthusiasm in their work.

(d) Little social interaction: Employees complained that because the assembly line demanded constant attention, there was very little opportunity to interact on a casual basis with other employees and share their work experiences, beliefs and sentiments.

(e) No input: Employees also complained that they had little chance to choose the methods by which they performed their jobs, the tools which they used, or the work procedures. This, of course, created little interest in the job because there was nothing which they could improve or change.

Human Relations Approach

The human relations approach recognized the need to design jobs in an interesting manner. In the past two decades much work has been directed to changing jobs so that job incumbents can satisfy their needs for growth, recognition and responsibility. Herzberg's research popularized the notion of enhancing need satisfaction through what is called job enrichment. One widely publicized approach to job enrichment uses what is called job characteristics model and this has been explained separately in the ensuing section.

According to Herzberg there are two types of factors;

(i) Motivators like achievements, recognition, work itself, responsibility, advancement and growth and

(ii) Hygiene factors like working conditions, organizational policies, inter-personnel relations, pay and job security. According to Herzberg, the employee is dissatisfied with the job if maintenance factors to the required degree are not introduced into the job. But, the employee may not be satisfied even if the required maintenance factors are provided. Herzberg feels that the employee will be satisfied with his job and he will be more productive if motivators are introduced into the job content. As such, he asserts that the job designer has to introduce hygienic factors adequately to reduce dissatisfaction and build motivating factors. Thus, Herzberg has put emphasis on the psychological needs of the employees in designing jobs.

The Job Characteristics Approach

The Job Characteristics Theory of Hackman and Oldham states that employees will work hard when they are rewarded for the work they do and when the work gives them satisfaction.

According to this approach, any job can be described in terms of five core job dimensions which are defined as follows:

(a) Skill variety: The degree to which the job requires that workers use a variety of different activities, talents and skills in order to successfully complete the job requirements.

(b) Task identity: The degree to which the job allows workers to complete whole tasks from start to finish, rather than disjointed portions of the job.

(c) Task significance: The degree to which the job significantly impacts the lives of others both within and outside the workplace.

(d) Autonomy: The degree to which the job allows workers freedom in planning and scheduling and the methods used to complete the job.

(e) Feedback: The degree to which the job itself provides workers with clear, direct and understandable knowledge of their performance.

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All of the job dimensions impact workers psychologically. The first three dimensions affect whether or not workers view their job as meaningful. Autonomy determines the extent of responsibility workers feel. Feedback allows for feelings of satisfaction for a job well done by providing knowledge of results.

The core job dimensions can be combined into a single predictive index called the Motivating Potential Score.

Socio Technical System Approach

The approach taken by the socio technical systems method is the design or work systems that foster a meshing of the technical and social aspects of jobs. Redesigning work through socio technical systems methods requires the combined efforts of employees, supervisors and union representatives in analyzing significant job operations.

The thrust of the socio technical approach to job design is that both the technical system and the accompanying social system should be considered when designing jobs. According to this concept, jobs should be designed by taking a 'holistic' or 'systems' view of the entire job situation, including its physical and social environment. Using the socio technical approach, the following guidelines have been developed for designing jobs:

1. A job needs to be reasonably demanding for the individual in terms other than sheer endurance and yet provide some variety (not necessarily novelty).
2. Employees need to be able to learn on the job and to go on learning.
3. Employees need some minimum area of decision making that they can call their own.
4. Employees need some minimal degree of social support and recognition at the workplace.
5. Employees need to be able to relate what they do and what they produce to their social life.

Methods of Job Design

The various techniques of job designs are:

(1) Job Enlargement

Job enlargement means increasing the scope of a job through extending the range of its job duties and responsibilities. This contradicts the principles of specialization and the division of labour whereby work is divided into small units, each of which is performed repetitively by an individual worker.

Some motivational theories suggest that the boredom and alienation caused by the division of labour can actually cause efficiency to fall. Thus, job enlargement seeks to motivate workers through reversing the process of specialization.

In order for employees to be provided with Job Enlargement they will need to be retrained in new fields which can prove to be a lengthy process.

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However results have shown that this process can see its effects diminish after a period of time, as even the enlarged job role become the mundane, this in turn can lead to similar levels of de motivation and job dissatisfaction at the expense of increased training levels and costs. The continual enlargement of a job over time is also known as 'job creep,' which can lead to an un manageable workload.

(2) Job Enrichment

Job enrichment is an attempt to motivate employees by giving them the opportunity to use the range of their abilities. It is an idea that was developed by the American psychologist Frederick Herzberg in the 1950s. It can be contrasted to job enlargement which simply increases the number of tasks without changing the challenge.

As such job enrichment has been described as 'vertical loading' of a job, while job enlargement is 'horizontal loading'. An enriched job should ideally contain:

- A range of tasks and challenges of varying difficulties (Physical or Mental)
- A complete unit of work - a meaningful task
- Feedback, encouragement and communication

How to Enrich a Job?

A job may be enriched by giving it a variety, and also may be enriched by:

1. Giving a worker more latitude in deciding about such things as work method, sequences and pace or by letting them make decisions about accepting or rejecting materials.
2. Giving workers a feeling of personal responsibility for their tasks.
3. Taking steps to make sure that people can see how their tasks contribute to a finished products and the welfare of the enterprises.
4. Giving people feedback on their job performance preferable before their supervisors get in and
5. Involving workers in analysis and change of physical aspects of the worker environment such as lay out of office or plant, temperature, lighting and cleanliness.

Thus in an enriched job the employee know the overall deadlines and the quality standard he must meet and with in that frame work plans the order in which he will take the various task and the time that should be devoted to each one.

Limitations

1. Technology: There are some jobs, which are highly technical requiring skill. It would be difficult to enrich such jobs. With specialized machinery and assembly line techniques it may not be possible to make every job meaningful.
2. Cost: Though a great many companies appear to be interested in job enrichment programs, the extra cost may seem high if a company is not

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convinced that the return will at least offset the increase expenditure.

3. Attitude of managers: Another problem is the tendency of top managers and personal specialist to apply their own scale people's personalities. As a result a few companies have abandoned or modified their programs.
4. Attitude of Workers: The attitude of some employers also represent obstacles. Various surveys of workers attitudes have shown that high percentages of workers attitude have shown that high percentages of workers are not interesting jobs. Some have complained that enriched jobs provide too many opportunities to commit mistakes. Some workers fears that the increased productivity sought may even mean loss of jobs.
5. Reaction of union Leaders: There has been little or no support of job enrichment by union Leaders. If job enrichment was so important to workers. It must have been translated in to united demand but it has never happened.

How to make it Effective?

1. The people involved must have a substantial voice in the planning process. It should not be overlooked that people like to be involved, to be involved to be consulted and to be given an opportunity to offer suggestions.
2. There is needed for better understanding of what people want. It has been pointed out by motivation researches that this varies with people and situations generally people with few skill want extrinsic factors such as pay, benefits, job security, sympathetic supervisor as then one moves up the ladder intrinsic factors do become increasingly important.
3. It should also result in worker enrichment if productivity increases are the main goal of job enrichment, the programme must show how workers would benefit.

Key Points

- "Job analysis is the process of studying and collecting information relating to the operations and responsibilities of a specific job"
- Techniques of job analysis are –questionnaire, observation method, interview, and critical incidents.
- The critical incident technique is a set of procedures used for collecting direct observations of human behavior that have critical significance and meet methodically defined criteria
- Job description and job specification are the product of job design
- Job specification, specifies the qualities required in a job incumbent for the effective performance of the job.
- A job description is a pertinent picture of the organizational relationships, responsibilities and specific duties that constitute a given job or position. It

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defines a scope of responsibility and continuing work assignment that are sufficiently different from that of other jobs to warrant a specific title"

- Job design is the process of putting together various elements to form a job, bearing in mind organizational and individual worker requirements, as well as considerations of health, safety, and ergonomics.
- The three important job design approaches are engineering approach, Human approach and job characteristics approach
- Job enlargement means increasing the scope of a job through extending the range of its job duties and responsibilities
- Job enrichment is an attempt to motivate employees by giving them the opportunity to use the range of their abilities

Student Activity

(1) Visit a labour department in any organization and prepare a job description, it should include
  - Job title
  - Job code
  - Date
  - Job Functions
  - Duties and Responsibilities
  - Job Characteristics.

LESSON 1.2 MANPOWER PLANNING

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Learning Objectives

After reading this chapter you will be able to

- Explain the objectives of human resource planning Describethe purposes of HRP
- Explain manpower Planning Process
- Explain the importance of Human Resources Planning

Introduction

Man power planning in Human Resource Management is a core factor. Manpower planning or HR planning are synonymous. Manpower Planning or Human resource planning is the process of systematically forecasting the future demand and supply for employees and the deployment of their skills within the strategic objectives of the organization.

Human resource planning is the process of anticipating and carrying out the movement of people into, within, and out of the organization. Human resources planning is done to achieve the optimum use of human resources and to have the correct number and types of employees needed to meet organizational goals.

According to Geisler, "Manpower planning is the process – including forecasting, developing and controlling by which a firm ensures that it has-

- The right number of people,
- The right kind of people,
- At the right places,
- At the right time, doing work for which they are economically most useful".

Human resource planning includes four factors:

Quantity: How many employees do we need?

Quality: Which skills, knowledge and abilities do we need?

Space: Where do we need the employees?

Time: When do we need the employees? How long do we need them?

Objectives of HRP

- To achieve more effective and efficient use of employees
- To better recruit employees who possess the necessary skills and competences.

- To achieve a higher rate of satisfied employee.
- To facilitate training and development programmes.
- To facilitate the roll-out of strategic plans / missions.
- To achieve more effective equal opportunity planning.
- To relieve the organization of unnecessary / unneeded labour.
- Ensure organization is responsive to changes in environment.

Purposes of HRP

The general purpose of human resource planning are

- Determining recruitment needs: An important prerequisite to the process of recruitment is to avoid problems of unexpected shortages, wastage, blockages in the promotion flow and needless redundancies.
- Determining training needs: Planning training programmes are very important. These programmes not only improve quantity but also quality in terms of the skills required by the organization.
- Management development: A succession of trained and experienced managers is essential to the effectiveness of the organization, and this depends on accurate information about present and future requirements in all management posts.
- Balancing the cost between the utilization of plant and workforce: Cost balancing includes comparison of costs between these two resources in different combinations and selecting the optimum. While costing projects cost balancing plays an important role.
- Industrial relation: the businesses plan will, of necessity; make assumptions about productivity of the human resource. It will have an impact on the organization's industrial relations strategies.

Manpower Planning Process

(1) Manpower Forecasts

On the basis of corporate goals and manpower analysis forecasting of manpower is done where kind of people needed for conduct the business is decided.

(2) Manpower Inventory

Before any manpower planning making an Inventory of present manpower resources and finding out the extent to which these manpower's are employed optimally is important.

(3) Manpower Management

System planning is required for selection, training, development, utilization, motivation, compensation, etc to ensure that future manpower needs and development manpower plans for implementation

Perquisites of Manpower Planning

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(1) Job Analysis / job design - Management must define what work to be performed, how tasks to be carried out and allocated into manageable work units

(2) Job description & job specification: It refers to incumbent where a job specification with regard to qualification and experience needed to perform a job

(3) Forecasting procedures: Corporate planner has to forecast the number of people needed for a particular job. It can be done by forecasting the internal supply and external supply of the people who can perform the job

(4) Internal Supply of Manpower: Identifying the manpower internally.

Different Procedures in Manpower Planning

Planning for the status quo

Planning involves steps to replace any employees who are either promoted or who leave the firm.

Thumb Rule

This is on the basis of firm's beliefs with regard to forecasting Human resource needs. For example one firm believes that a ratio of one production supervisor for every 12 producers (Workmen) in optimal. This firm maintains this 1:12 ratio because it has proved successful in the past.

Another thumb rule is based on past experience that one person can produce 2000 units of output per day and accordingly 5 employees needed for 10,000 units as a matter of forecast

Unit Forecasting

This refers to the estimate of supervisors and managers with regard to forecasting Human resource needs for the next year unit wise – this approach called as "Bottom up approach" to forecasting as the judgment are made by lower level management and added together at a higher level of the organization.

Delphi Method

This involves obtaining independent judgments from a panel of experts usually thru a questionnaire or interview schedule on certain issue affecting the nature and magnitude of demand for an organization's products and services

Computer Simulation

This is one of the most sophisticated methods of forecasting human resource needs

– A computer is a mathematical representation of major organizational processes, policies and human resource movement thru organization – computer

simulations are useful in forecasting for human resources by pinpointing any combination of organizational and environmental variables.

In technical field where direct production activities are involved, typically different methods following different method are used.

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Time and Motion Study

Here the Industrial Engineer observes records and movement of workman and productivity vis a vis time required to conduct specific activities.

MOST (Maynard Operating Sequence Technique)

This method is well accepted in automobile industries where lots of manual activities are involved. It is based on the walking and moving of the workmen to conduct the specific activity.

Importance of Human Resources Planning (HRP)

Human Resource Planning (HRP) is a needed for following reasons:

- To ensure optimum use of manpower and capitalize on the strength of HR. The organization can have a reservoir of talent at any point of time.
- To forecast future requirements and provides control measures about availability of HR labor time. Advance planning ensures a continuous supply of people with requisite skills who can handle challenging jobs easily.
- To face the challenges the business is facing due to turbulent and hostile environmental forces (e.g. technology, social, economic and political upheaval) impinging on single one of them. Although planning has always been an essential process of management, increased emphasis on HRP becomes especially critical when organizations consider mergers, relocation of plants, downsizing, or the closing of operating facilities.
- To face Rapid Technological Changes. The myriad changes in production technologies, marketing methods and management techniques have been extensive and rapid. Their effect has been profound on job contents and job contexts. These changes cause problems relating to redundancies, retraining and redeployment. All these suggest the need to plan manpower needs intensively and systematically.
- To face Organizational Changes. In the turbulent environment marked by cyclical fluctuations and discontinuities, the nature and pace of changes in organizational environment, activities and structures affect manpower requirements and require strategic considerations means perfect HR Planning.
- To determine recruitment/induction levels. We may explain this with an example: manager wants to determine what kind of induction the organization will require at such and such date. If we have a ready HR plan, we will have fairly good idea what kind of people are being recruited and at what position. Thus we can successfully plan our induction level.

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- To determine training levels and works as a foundation for management development programmes
- To know the cost of manpower if there is a new project is being taken up.
- To assist in productivity bargaining. It can offer higher incentives to smoothen the process of voluntary layoffs.
- To assess accommodation requirements. It includes the physical facilities such as canteen, school, medical help, etc., can also be planned in advance.

Advantages of Manpower Planning

Manpower planning ensures optimum use of available human resources.

1. It is useful both for organization and nation.
2. It generates facilities to educate people in the organization.
3. It brings about fast economic developments.
4. It boosts the geographical mobility of labor.
5. It provides smooth working even after expansion of the organization.
6. It opens possibility for workers for future promotions, thus providing incentive.
7. It creates healthy atmosphere of encouragement and motivation in the organization.
8. Training becomes effective.
9. It provides help for career development of the employees.

Steps in Manpower Planning

1. Predict manpower plans
2. Design job description and the job requirements
3. Find adequate sources of recruitment.
4. Give boost to youngsters by appointment to higher posts.
5. Best motivation for internal promotion.
6. Look after the expected losses due to retirement, transfer and other issues.
7. See for replacement due to accident, death, dismissals and promotion.

Benefits of Manpower Planning

- Enable the determination of personnel needs of an organization
- It is an essential component of strategic planning
- It helps to ascertain and identify critical shortages of skilled staff and take corrective action by timely recruitment, etc so as to prevent production break-down or under-utilization of plant capacity

- An integral part of managerial succession plan by identifying and developing potential managers
- Enable organization to cope with changes in competitive forces, markets, technology, product, etc all of which always generate changes in job contents, skill demands, number and type of personnel
- Enable the procurement of personnel with necessary qualification, skill knowledge, work experience and proper work attitude.
- Involves in selection and development of employees well in advance so as to meet any contingencies.
- Besides looking and reacting to staff deficit, Manpower Planning is also able to identify any surplus/redundancy, if any in an organization.

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Key Points

- Manpower planning or HR planning are synonymous.
- Human resource planning is the process of anticipating and carrying out the movement of people into, within, and out of the organization
- **Manpower Planning Process** includes, manpower forecast, manpower Inventory and manpower Management

LESSON 1.3 PERFORMANCE APPRAISAL

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Learning Objectives

After reading this chapter you will be able to:

- Understand the objectives of Performance appraisal
- Understand the performance Appraisal Process
- Understand the methods of Performance Appraisal
- Understand the term 360-degree appraisal
- Understand the errors in Performance Appraisal

Introduction

People differ in their abilities and their aptitudes. There is always some difference between the quality and quantity of the same work on the same job being done by two dif-ferent people. Therefore, performance management and performance appraisal is necessary to understand each employee's abilities, competencies and relative merit and worth for the organization. Performance appraisal rates the employees in terms of their performance.

Performance appraisal, also known as employee appraisal, is a method by which the job performance of an employee is evaluated (generally in terms of quality, quantity, cost and time).

Why Performance Appraisal?

Performance appraisal is a vehicle to

(1) Validate and refine organizational actions (e.g. selection, training); and

(2) Provide feedback to employees with an eye on improving future performance.

Objectives of Performance Appraisal

- Increase motivation to perform effectively
- Increase staff self-esteem
- Gain new insight into staff and supervisors
- Better clarify and define job functions and responsibilities
- Develop valuable communication among appraisal participants
- Encourage increased self-understanding among staff as well as insight into the kind of development activities that are of value

- Distribute rewards on a fair and credible basis
- Clarify organizational goals so they can be more readily accepted
- Improve institutional/departmental manpower planning, test validation, and development of training programs

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Performance Appraisal Process

Performance appraisal comprises the following steps:

- Establishing performance standards
- Communicating the standards to employees
- Measuring actual performance
- Comparing the actual with standard performance
- Discuss the report with employees • Taking corrective action

Performance Appraisal Process

Establishing performance standards
↓
Communicating the standards to employees
↓
Measuring actual performance
↓
Comparing the actual with standard performance
↓
Discuss the report with employees
↓
Taking corrective action

Establishing Performance Standards

The first step in the process of performance appraisal is the setting up of the standards which will be used to as the base to compare the actual performance of the employees. This step requires setting the criteria to judge the performance of the employees as successful or unsuccessful and the degrees of their contribution to the organizational goals and objectives.

The standards set should be clear, easily understandable and in measurable terms. In case the performance of the employee cannot be measured, great care should be taken to describe the standards.

Communicating the Standards to Employees

Once set, it is the responsibility of the management to communicate the standards to all the employees of the organization.

The employees should be informed and the standards should be clearly explained to the. This will help them to understand their roles and to know what

exactly is expected from them. The standards should also be communicated to the appraisers or the evaluators and if required, the standards can also be modified at this stage itself according to the relevant feedback from the employees or the evaluators.

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Measuring Actual Performance

It is a continuous process which involves monitoring the performance throughout the year. This stage requires the careful selection of the appropriate techniques of measurement, taking care that personal bias does not affect the outcome of the process and providing assistance rather than interfering in an employees work.

Comparing the Actual with Standard Performance

The actual performance is compared with the desired or the standard performance. The comparison tells the deviations in the performance of the employees from the standards set.

The result can show the actual performance being more than the desired performance or, the actual performance being less than the desired performance depicting a negative deviation in the organizational performance.

Discuss the Report with Employees

The result of the appraisal is communicated and discussed with the employees on one-to-one basis. The focus of this discussion is on communication and listening. The results, the problems and the possible solutions are discussed with the aim of problem solving and reaching consensus. The feedback should be given with a positive attitude as this can have an effect on the employees' future performance. The purpose of the meeting should be to solve the problems faced and motivate the employees to perform better.

Taking Corrective Action

The last step of the process is to take decisions which can be taken either to improve the performance of the employees, take the required corrective actions, or the related HR decisions like rewards, promotions, demotions, transfers etc

Methods of Performance Appraisal

Three approaches exist for doing appraisals: employees can be appraised against

(1) Absolute standards
(2) Relative standards, or
(3) Outcomes.

Evaluating Absolute Standards

This means that employees are compared to a standard and their evaluation is independent of any other employees in a work group. It includes the following methods:

Critical incident method, check list method, forced choice, adjective rating scale and behaviorally anchored rating scale.

(1) Critical Incident Methods

In this method of performance appraisal, the evaluator rates the employee on the basis of critical events and how the employee behaved during those incidents. It includes both negative and positive points.

The drawback of this method is that the supervisor has to note down the critical incidents and the employee behavior as and when they occur.

This method provides an objective basis for conducting a thorough discussion of an employee's performance. This method avoids recency bias (most recent incidents get too much emphasis).

Limitations

- Negative incidents may be more noticeable than positive incidents.
- The supervisors have a tendency to unload a series of complaints about incidents during an annual performance review session.
- It results in very close supervision which may not be liked by the employee.
- The recording of incidents may be a chore for the manager concerned, who may be too busy or forget to do it.

Most frequently, the critical incidents technique of evaluation is applied to evaluate the performance of superiors rather than of peers of subordinates.

(2) Checklist Method

Another simple type of individual evaluation method is the checklist. A checklist represents, in its simplest form, a set of objectives or descriptive statements about the employee and his behavior. If the rater believes strongly that the employee possesses a particular listed trait, he checks the item; otherwise, he leaves the item blank. A more recent variation of the checklist method is the weighted list. Under this, the value of each question may be weighted equally or certain questions may be weighted more heavily than others.

The following are some of the sample questions in the checklist.

1	Is the employee really interested in the task assigned?	Yes/No
2	Is he respected by his colleagues (co-workers)	Yes/No
3	Does he give respect to his superiors?	Yes/No
4	Does he follow instructions properly?	Yes/No
5	Does he make mistakes frequently?	Yes/No

A rating score from the checklist helps the manager in evaluation of the performance of the employee. The checklist method has a serious limitation. The rater may be biased in distinguishing the positive and negative questions. He may

assign biased weights to the questions. Another limitation could be that this method is expensive and time consuming.

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Finally, it becomes difficult for the manager to assemble, analyze and weigh a number of statements about the employee's characteristics, contributions and behaviors. In spite of these limitations, the checklist method is most frequently used in the employee's performance evaluation.

(3) Forced Choice Method

This method was developed to eliminate bias and the preponderance of high ratings that might occur in some organizations. The primary purpose of the forced choice method is to correct the tendency of a rater to give consistently high or low ratings to all the employees. This method makes use of several sets of pair phrases, two of which may be positive and two negative and the rater is asked to indicate which of the four phrases is the most and least descriptive of a particular worker. Actually, the statement items are grounded in such a way that the rater cannot easily judge which statements apply to the most effective employee. The following box is a classic illustration of the forced choice items in organizations.

Forced Choice Items

1. Least		Most
A	Does not anticipate difficulties	A
B	Grasps explanations easily and quickly	B
C	Does not waste time	C
D	Very easy to talk to	D
2. Least		Most
A	Can be a leader	A
B	Wastes time on unproductive things	B
C	At all times, cool and calm	C
D	Smart worker	D

The favorable qualities earn a plus credit and the unfavorable ones earn the reverse. The worker gets over plus when the positive factors override the negative ones or when one of the negative phrases is checked as being insignificantly rated.

They overall objectivity is increased by using this method in evaluation of employee's performance, because the rater does not know how high or low he is evaluating the individual as he has no access to the scoring key. This method, however, has a strong limitation. In the preparation of sets of phrases trained technicians are needed and as such the method becomes very expensive. Further, managers may feel frustrated rating the employees 'in the dark'. Finally, the results of the forced choice method may not be useful for training employees because the rater himself does not know how he is evaluating the worker. In spite of these limitations, the forced choice techniques is quite popular.

(4) Graphic Rating Scale

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The most commonly used method of performance evaluation is the graphic rating scale. In this method, a printed form is used to evaluate the performance of an employee. A variety of traits may be used in these types of rating devices, the most common being the quantity and quality of work. The rating scales can also be adapted by including traits that the company considers important for effectiveness on the job.

A model of a graphic rating scale is given below.

Typical Graphic Rating Scale

Employee Name.................. Job title................

Department......................... Rate...............

Data..................................

Quantity of work: Volume of work under normal Working conditions	Unsatisfactory	Fair	Satisfactory	Good	Outstanding
Quality of work: Neatness, thoroughness and accuracy of work Knowledge of job					
A clear understanding of the factors connected with the job					
Attitude: Exhibits enthusiasm and cooperativeness on the job					
Dependability: Conscientious, thorough, reliable, accurate, with respect to attendance, reliefs, lunch breaks, etc.					
Cooperation: Willingness and ability to work with others to produce desired goals.					

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(5) Behaviorally Anchored Rating Scales

Also known as the behavioral expectations scale, this method represents the latest innovation in performance appraisal. It is a combination of the rating scale and critical incident techniques of employee performance evaluation. The critical incidents serve as anchor statements on a scale and the rating form usually contains six to eight specifically defined performance dimensions.

How to construct BARS?

Developing a BARS follows a general format which combines techniques employed in the critical incident method and weighted checklist ratings scales. Emphasis is pinpointed on pooling the thinking of people who will use the scales as both evaluators and evaluees.

Step 1: **Collect critical incidents**: People with knowledge of the job to be probed, such as job holders and supervisors, describe specific examples of effective and ineffective behavior related to job performance.

Step 2: **Identify performance dimensions:** The people assigned the task of developing the instrument cluster the incidents into a small set of key performance dimensions. Generally between five and ten dimensions account for most of the performance. Examples of performance dimensions include technical competence, relationships with customers, handling of paper work and meeting day-to-day deadlines.

Step 3: **Reclassification of incidents:** Another group of participants who are knowledgeable about the job is instructed to retranslate or reclassify the critical incidents generated previously. They are given the definition of job dimension and told to assign each critical incident to the dimension that it best describes. At this stage, incidents for which there is not 75 per cent agreement are discarded as being too subjective.

Step 4: **Assigning scale values to the incidents:** Each incident is then rated on a one-to-seven or one-to-nine scale with respect of how well it represents performance on the appropriate dimension. A rating of one represents ineffective performance; the top scale value indicates very effective performance. The second group of participants usually assigns the scale values. Means and standard deviations are then calculated for the scale values assigned to each incident. Typically incidents that have standard deviations of 1.50 or less (on a 7-point scale) are retained.

Step 5: **Producing the final instrument:** About six or seven incidents for each performance dimension – all having met both the retranslating and standard deviation criteria– will be used as behavioral anchors.

The final BARS instrument consists of a series of vertical scales (one for each dimension) anchored (or measured) by the final incidents. Each incident is positioned on the scale according to its mean value.

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Relative Standards Methods

In this appraisal method, evaluating an employees performance by comparing the employee with other employees. The important relatives methods are ranking, and paired comparison.

(1) Ranking Method

This is the simplest and oldest method of merit rating. This method requires the evaluator merely to list employees in order form highest to lowest.

(2) Paired Comparison

This method compares each employee with all others in the group, one at a time. After all the comparisons on the basis of the overall comparisons, the employees are given the final rankings.

The paired comparison method is calculated by taking the total of [N(N-10] / 2.A score is obtained for each employee by simply counting the number of pairs in which the individual is the preferred member. It ranks each individual in relationship to all others on a one-on-one basis.

Outcomes Methods

Employees are evaluated on how well they accomplished a specific set of objectives determined as critical in the successful completion of their job.

(1) Management by objectives (MBO)

MBO represents a modern method of evaluating the performance of personnel. Thoughtful managers have become increasingly aware that the traditional performance evaluation systems are characterized by somewhat antagonistic judgments on the part of the rater.

There is a growing feeling nowadays that it is better to make the superior work with subordinates in fixing goals. This would inevitably enable subordinates to exercise self-control over their performance behaviors.

The concept of 'Management by Objectives' (MBO) was first given by Peter Drucker in 1954. It can be defined as a process whereby the employees and the superiors come together to identify common goals, the employees set their goals to be achieved, the standards to be taken as the criteria for measurement of their performance and contribution and deciding the course of action to be followed.

Features and Advantages of MBO

The principle behind Management by Objectives (MBO) is to create empowered employees who have clarity of the roles and responsibilities expected from them,

understand their objectives to be achieved and thus help in the achievement of organizational as well as personal goals. Some of the important features and advantages of MBO are:

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- Clarity of goals – With MBO, came the concept of SMART goals i.e. goals that are:

  Specific

  Measurable

  Achievable

  Realistic, and

  Time bound.

  The goals thus set are clear, motivating and there is a linkage between organizational goals and performance targets of the employees.

- The focus is on future rather than on past. Goals and standards are set for the performance for the future with periodic reviews and feedback.
- Motivation – Involving employees in the whole process of goal setting and increasing employee empowerment increases employee job satisfaction and commitment.
- Better communication and Coordination – Frequent reviews and interactions between superiors and subordinates helps to maintain harmonious relationships within the enterprise and also solve many problems faced during the period.

(2) 360 Degree Performance Appraisal

360 degree feedback, also known as 'multi-rater feedback', is the most comprehensive appraisal where the feedback about the employees' performance comes from all the sources that come in contact with the employee on his job. 360 degree respondents for an employee can be his/her peers, managers, subordinates, team members, customers, suppliers/ vendors - anyone who comes into contact with the employee and can provide valuable insights and information or feedback regarding the "on-the-job" performance of the employee.

360 degree appraisal has four integral components:

1. Self appraisal
2. Superior's appraisal
3. Subordinate's appraisal
4. Peer appraisal.

Self appraisal gives a chance to the employee to look at his/her strengths and weaknesses, his achievements, and judge his own performance.

Superior's appraisal forms the traditional part of the 360 degree appraisal where the employees' responsibilities and actual performance is rated by the superior.

Subordinates appraisal gives a chance to judge the employee on the parameters like communication and motivating abilities, superior's ability to delegate the work, leadership qualities etc.

360 degree appraisal is also a powerful developmental tool because when conducted at regular intervals it helps to keep a track of the changes others' perceptions about the employees.

A 360 degree appraisal is generally found more suitable for the managers as it helps to assess their leadership and managing styles. This technique is being effectively used across the globe for performance appraisals.

Some of the organizations following it are Wipro, Infosys, and Reliance Industries etc.

Limitations Performance Appraisal

Some factors are found to be distorting the performance appraisal. Such factors that can distort appraisals are:

1. Leniency Error
2. Halo Error
3. Similarity Error
4. Central tendency
5. Inappropriate Substitutes

Leniency Error

It is the performance appraisal distortion cause by evaluating employees against one's own value system.

Halo Error

The halo error occurs when one is rated either extremely high or extremely low on all factors based on a rating one or two factors.

It is the tendency to let our assessment of an individual on one trait influence our evaluation of that person on other specific traits.

Similarity Error

When evaluators rate other people in the same way that the evaluators perceive themselves, they make a similarity error. That means they project self perceptions onto others. This error can be washed out if the same rater apprises all employees in the organization

\Central Tendency

It is the tendency of a rater to give average ratings. Central tendency occurs when a rater refuses to use the two extremes

Inappropriate Substitutes for Performance

It is the unusual job that has an absolutely clear performance definition and direct measures for apprising the incumbent.

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Self Assessment Questions

1. What is performance appraisal?
2. Describe the objectives of performance appraisal?
3. Disccuss the process of performance appraisal?
4. Explain the various methods of performance appraisal?
5. Discuss the modern methods of performance appraisal?
6. What is job analysis?
7. Explain the factors in job analysis?
8. Explain the uses of Job analysis?
9. Describe the techniques of job analysis?
10. What is job description?
11. What is job specification?
12. What is meant by job design?
13. Describe the different approaches to job design?
14. Distingush between Job Enlargement and job Enrichment
15. What do you understand by manpower planning?
16. Discuss the purpose of human resource planning.
17. Explain man power planning process?
18. Explain Different Procedures in Manpower Planning
19. Briefly explain importance of Human resource planning

Student Activity

- Prepare a note, describing relationship between job analysis and performance evaluation
- Collect the Performance Appraisal formats of different companies and analyse them.
- Prepare a model Performance Appraisal form for a specific organization.

UNIT - II

LESSON 2.1 LEARNING PROCESS

NOTES

Structure

Lesson 2.1 - Learning Process
Lesson 2.2 - Determining Learning Objectives

Learning Objectives

After reading this chapter you will be able to

- Explain learning process
- Understand the various theories of learning
- Understand the holistic process of learning

Introduction

To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems. Pilots and aviation maintenance technicians (AMTs) need to acquire the higher levels of knowledge and skill, including the ability to exercise judgment and solve problems. The challenge for the aviation instructor is to understand how people learn, and more importantly, to be able to apply that knowledge to the learning environment.

T & D designers need some learning theory upon which to base the activities they specify in the learning system they create. Professional instructors need some theoretical basis from which to operate. Consultants and administrators serve as change agents for the client organization –and to change, they need a theory about learning.

Holistic Approach to Learning

The most effective way to learn and develop a new skill or behavior is to apply it and practice it on the-the-job and in real-life situations.

The 70/20/10 Formula

70% of learning & development takes place from real-life and on-the-job experiences, tasks, and problem solving. This is the most important aspect of any learning and development plan

20% comes from feedback and from observing and working with role models.

10% of learning and development comes from formal training.

The Learning Process

Definition of Learning

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According to Stephen Robbins, learning may be defined as any relatively permanent change in behavior that occurs as a result of experience. The present definition of learning has several components that deserve clarification:

1. Learning Involves Change

Change may be good or bad from an organizational point of view. People can learn unfavorable behaviors to hold prejudices or to restrict their output, for example, as well as favorable behaviors.

2. The Change Should be Relatively Permanent

Temporary changes may be only reflexive and fail to represent any learning. Therefore, the requirement that learning should be relatively permanent rules out behavioral changes caused by fatigue or temporary adaptations.

3. Learning Involves Change in Behavior

Learning takes place when there is a change in actions. We should depend on observation to see how much learning has occurred.

Learning can be defined as a change in behavior as a result of experience. This can be physical and overt, or it may involve complex intellectual or attitudinal changes which affect behavior in more subtle ways. In spite of numerous theories and contrasting views, psychologists generally agree on many common characteristics of learning.

Learning Objectives

- To know the basic nature of learning
- To know the theories of learning
- To know the application of learning principles in organizational context

Learning may be explained by a combination of two basic approaches: behaviorism and the cognitive theories

Behaviorism

Behaviorists believe that animals, including humans, learn in about the same way. Behaviorism stresses the importance of having a particular form of behavior reinforced by someone, other than the student, to shape or control what is learned. In aviation training, the instructor provides the reinforcement. Frequent, positive reinforcement and rewards accelerate learning.

This theory provides the instructor with ways to manipulate students with stimuli, induce the desired behavior or response, and reinforce the behavior with appropriate rewards. In general, the behaviorist theory emphasizes positive reinforcement rather than no reinforcement or punishment. Other features of

behaviorism are considerably more complex than this simple explanation. Instructors who need more details should refer to psychology texts for a better understanding of behaviorism. As an instructor, it is important to keep in mind that behaviorism is still widely used today, because controlling learning experiences helps direct students toward specific learning outcomes.

Cognitive Theory

Much of the recent psychological thinking and experimentation in education includes some facets of the cognitive theory. This is true in basic as well as more advanced training programs. Unlike behaviorism, the cognitive theory focuses on what is going on inside the student's mind. Learning is not just a change in behavior; it is a change in the way a student thinks, understands, or feels.

There are several branches of cognitive theory. Two of the major theories may broadly be classified as the information processing model and the social interaction model. The first says that the student's brain has internal structures which select and process incoming material, store and retrieve it, use it to produce behavior, and receive and process feedback on the results.

This involves a number of cognitive processes, including executive functions of recognizing expectancies, planning and monitoring performance, encoding and chunking information, and producing internal and external responses.

The social interaction theories gained prominence in the 1980s. They stress that learning and subsequent changes in behavior take place as a result of interaction between the student and the environment.

Behavior is modeled either by people or symbolically. Cultural influences, peer pressure, group dynamics, and film and television are some of the significant factors. Thus, the social environment to which the student is exposed demonstrates or models behaviors, and the student cognitively processes the observed behaviors and consequences. The cognitive processes include attention, retention, motor responses, and motivation. Techniques for learning include direct modeling and verbal instruction. Behavior, personal factors, and environmental events all work together to produce learning.

Both models of the cognitive theory have common principles. For example, they both acknowledge the importance of reinforcing behavior and measuring changes. Positive reinforcement is important, particularly with cognitive concepts such as knowledge and understanding. The need to evaluate and measure behavior remains because it is the only way to get a clue about what the student understands.

Evaluation is often limited to the kinds of knowledge or behavior that can be measured by a paper-and-pencil exam or a performance test. Although psychologists agree that there often are errors in evaluation, some means of measuring student knowledge, performance, and behavior is necessary.

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Combined Approach

Both the behaviorist and the cognitive approaches are useful learning theories. A reasonable way to plan, manage, and conduct aviation training is to include the best features of each major theory. This provides a way to measure behavioral outcomes and promote cognitive learning. The combined approach is not simple, but neither is learning.

How do People Learn?

Initially, all learning comes from perceptions which are directed to the brain by one or more of the five senses: sight, hearing, touch, smell, and taste. Psychologists have also found that learning occurs most rapidly when information is received through more than one sense

Perceptions

Perceiving involves more than the reception of stimuli from the five senses. Perceptions result when a person gives meaning to sensations. People base their actions on the way they believe things to be. The experienced aviation maintenance technician, for example, perceives an engine malfunction quite differently than does an inexperienced student. Real meaning comes only from within a person, even though the perceptions which evoke these meanings result from external stimuli. The meanings which are derived from perceptions are influenced not only by the individual's experience, but also by many other factors. Knowledge of the factors which affect the perceptual process is very important to the aviation instructor because **perceptions** are the basis of all learning.

Factors Which Affect Perception

There are several factors that affect an individual's ability to perceive. Some are internal to each person and some are external.

- Physical organism
- Basic need
- Goals and values
- Self-concept
- Time and opportunity
- Element of threat

Physical Organism

The **physical organism** provides individuals with the perceptual apparatus for sensing the world around them. Pilots, for example, must be able to see, hear, feel, and respond adequately while they are in the air. A person whose perceptual apparatus distorts reality is denied the right to fly at the time of the first medical examination.

Basic Need

A person's **basic need** is to maintain and enhance the organized self. The self is a person's past, present, and future combined; it is both physical and psychological. A person's most fundamental, pressing need is to preserve and perpetuate the self. All perceptions are affected by this need.

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Goals and Values

Perceptions depend on one's **goals and values**. Every experience and sensation which is funneled into one's central nervous system is colored by the individual's own beliefs and value structures. Spectators at a ball game may see an infraction or foul differently depending on which team they support. The precise kinds of commitments and philosophical outlooks which the student holds are important for the instructor to know, since this knowledge will assist in predicting how the student will interpret experiences and instructions.

Goals are also a product of one's value structure. Those things which are more highly valued and cherished are pursued; those which are accorded less value and importance are not sought after.

Self-Concept

Self-concept is a powerful determinant in learning. A student's self-image, described in such terms as confident and insecure, has a great influence on the total perceptual process. lf a student's experiences tend to support a favorable self-image, the student tends to remain receptive to subsequent experiences. lf a student has negative experiences which tend to contradict self-concept, there is a tendency to reject additional training.

A negative self-concept inhibits the perceptual processes by introducing psychological barriers which tend to keep the student from perceiving. They may also inhibit the ability to properly implement that which is perceived. That is, self-concept affects the ability to actually perform or do things unfavorable. Students who view themselves positively, on the other hand, are less defensive and more receptive to new experiences, instructions, and demonstrations.

Time and Opportunity

It takes **time and opportunity** to perceive. Learning some things depends on other perceptions which have preceded these learning, and on the availability of time to sense and relate these new things to the earlier perceptions. Thus, sequence and time are necessary.

Element of Threat

The **element of threat** does not promote effective learning. In fact, fear adversely affects perception by narrowing the perceptual field. Confronted with threat, students tend to limit their attention to the threatening object or condition. The field

of vision is reduced, for example, when an individual is frightened and all the perceptual faculties are focused on the thing that has generated fear.

Flight instruction provides many clear examples of this. During the initial practice of steep turns, a student pilot may focus attention on the altimeter and completely disregard outside visual references. Anything an instructor does that is interpreted as threatening makes the student less able to accept the experience the instructor is trying to provide. It adversely affects all the student's physical, emotional, and mental faculties.

Learning is a psychological process, not necessarily a logical one. Trying to frighten a student through threats of unsatisfactory reports or reprisals may seem logical, but is not effective psychologically. The effective instructor can organize teaching to fit the psychological needs of the student. If a situation seems overwhelming, the student feels unable to handle all of the factors involved, and a threat exists. So long as the student feels capable of coping with a situation, each new experience is viewed as a challenge.

A good instructor realizes that behavior is directly influenced by the way a student perceives, and perception is affected by all of these factors. Therefore, it is important for the instructor to facilitate the learning process by avoiding any actions which may inhibit or prevent the attainment of teaching goals. Teaching is consistently effective only when those factors which influence perceptions are recognized and taken into account.

Insight

Insight involves the grouping of perceptions into meaningful wholes. Creating insight is one of the instructor's major responsibilities. To ensure that this does occur, it is essential to keep each student constantly receptive to new experiences and to help the student realize the way each piece relates to all other pieces of the total pattern of the task to be learned.

As an example, during straight-and-level flight in an airplane with a fixed-pitch propeller, the RPM will increase when the throttle is opened and decrease when it is closed. On the other hand, RPM changes can also result from changes in airplane pitch attitude without changes in power setting. Obviously, engine speed, power setting, airspeed, and airplane attitude are all related.

True learning requires an understanding of how each of these factors may affect all of the others and, at the same time, knowledge of how a change in any one of them may affect all of the others. This mental relating and grouping of associated perceptions is called insight.

Insight will almost always occur eventually, whether or not instruction is provided. For this reason, it is possible for a person to become an electrician by trial and error, just as one may become a lawyer by reading law. Instruction, however, speeds this learning process by teaching the relationship of perceptions as they occur, thus promoting the development of the student's insight.

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As perceptions increase in number and are assembled by the student into larger blocks of learning, they develop insight. As a result, learning becomes more meaningful and more permanent. Forgetting is less of a problem when there are more anchor points for tying insights together.

It is a major responsibility of the instructor to organize demonstrations and explanations, and to direct practice, so that the student has better opportunities to understand the interrelationship of the many kinds of experiences that have been perceived. Pointing out the relationships as they occur, providing a secure and non threatening environment in which to learn, and helping the student acquire and maintain a favorable self-concept are key steps in fostering the development of insight.

Motivation

Motivation is probably the dominant force which governs the student's progress and ability to learn. Motivation may be negative or positive, tangible or intangible, subtle and difficult to identify, or it may be obvious.

Negative motivation may engender fear, and be perceived by the student as a threat. While negative motivation may be useful in certain situations, characteristically it is not as effective in promoting efficient learning as positive motivation.

Positive motivation is provided by the promise or achievement of rewards. These rewards may be personal or social; they may involve financial gain, satisfaction of the self-concept, or public recognition. Motivation which can be used to advantage by the instructor includes the desire for personal gain, the desire for personal comfort or security, the desire for group approval, and the achievement of a favorable self-image.

Various Theories of Learning

There are many different theories of how people learn. What follows is a variety of them, and it is useful to consider their application to how your students learn and also how you teach in educational programs. It is interesting to think about your own particular way of learning and to recognize that everyone does not learn the way you do.

Basically there are four types of theories which related to learning.

(1) Pedagogy and Andragogy
(2) Sensory Stimulation Theory
(3) Reinforcement Theory
(4) Learning Facilitation

(1) Pedagogy and Andragogy

The word pedagogy is Latin, "ped" means child and Andagogy is Greek, "aner" means man, not boy. So the Andagogy studies how adult learn. More accurately,

pedagogy embodies teacher-focused education. In the pedagogic model, teachers assume responsibility for making decisions about what will be learned, how it will be learned, and when it will be learned. Teachers direct learning.

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Andragogy is learning theory specifically for adults. It emphasizes process more than content and makes the following assumptions about the design of learning: (1) Adults need to know why they need to learn something (2) Adults need to learn experientially, (3) Adults approach learning as problem-solving, and (4) Adults learn best when the topic is of immediate value.

In the past few years T&D specialists have interested in "Andragogy".

Smith summarizes Knowles' andragogy thus:

- The adult learner moves towards independence and is self-directing. The teacher encourages and nurtures this movement.
- The learner's experience is a rich resource for learning. Hence teaching methods include discussion, problem-solving etc.
- People learn what they need to know, so that learning programmes are organized around life application.
- Learning experiences should be based around experiences, since people are performance centred in their learning.

Andragogy requires that adult learners be involved in the identification of their learning needs and the planning of how those needs are satisfied. Learning should be an active rather than a passive process. Adult learning is most effective when concerned with solving problems that have relevance to the learner's everyday experience.

Features of Andragogic Learning

- They are problem –centered rather than content centered.
- They permit and encourage the active participation of the learner
- They encourage the leaner to introduce past experience into the process in order to reexamine that experience in the light of new data, new problems.
- The climate of the learning must be collaborative as opposed to authority – oriented.
- Planning is a mutual activity between leaner and instructor.
- Evaluation is a mutual activity between leaner and instructor.
- Evolution lead to reappraisal of needs and interests –and therefore to redesign and brand –new learning activities.
- Activities are experimental, not " transmittal and absorption" as in standard pedagogy

These andragogic concepts have tremendous implications for the T & D specialist.

Andragogic instructors use more questions realizing that learners do know a great deal, that tapping that inventory permits the learners to invest more energy in new learning The major aspect of andaragogic system is the learner's active involvement in establishing the learning objectives.

	Pedagogical	Andragogical
The Learner	• The learner is dependent upon the instructor for all learning • The teacher/instructor sumes full responsibility what is taught and how it is learned • The teacher/instructor evaluates learning	• The learner is self-directed • The learner is responsible for his/her own learning • Self-evaluation is characteristic of this approach
Role of the Learner's Experience	• The learner comes to the activity with little experience that could be tapped as a resource for learning • The experience of the instructor is most influential	• The learner brings a greater volume and quality of experience • Adults are a rich resource for one another • Different experiences assure diversity in groups of adults • Experience becomes the source of self-identify
Readiness to Learn	• Students are told what they have to learn in order to advance to the next level of mastery	• Any change is likely to trigger a readiness to learn • The need to know in order to perform more effectively in some aspect of one's life is important • Ability to assess gaps between where one is now and where one wants and needs to be
Orientation to Learning	• Learning is a process of acquiring prescribed subject matter • Content units are sequenced according to the logic of the subject matter	• Learners want to perform a task, solve a problem, live in a more satisfying way • Learning must have relevance to real-life tasks • Learning is organized around life/work situations rather than subject matter units
Motivation for Learning	• Primarily motivated by external pressures, competition for grades, and the consequences of failure	• Internal motivators: self-esteem, recognition, better quality of life, self confidence, self-actualization

(2) Sensory Stimulation Theory

This theory states that for people to change, they must invest their senses in the process. The people manage that process thus try first to stimulate and then to control what students see, hear, touch and do during a learning session.

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The sensory stimulus approach maintain that 75% of what adults know was acquired through the eyes, hearing with about 13% and the remaining 12% of what people know was acquired through touch, smell or taste. Sense stimulators point to studies shoeing that people retain only about one-tenth of what they have heard 72hrs after hearing it and these same students retain about 30% of what they have seen. When the stimulation appeals to both ears and eyes, the retention goes up to about 70%. So the designers and instructors use stronger statements, louder sounds, more colors and more intense colors, bigger pictures, multimedia presentations for the motivation of learning process.

But some of the learning theorists reject this approach because of the following reasons;

1. They argue that the research is faulty, based on just a few subjects and ignoring other variables which might have affected the outcome.
2. There is no evidence about sequence.
3. The tests deal only with acquisition and retention over a short time span.

The sensory stimulation theory also recognizes the problem of forgetting because stresses retaining as an integral part of the learning process.

(3) Reinforcement Theory

B.F Skinner is the author of reinforcement theory. It is also called Behavior Modification. Behavior Modification or Reinforcement theory guides the dynamics of the instructor –leader relationship.

Skinner believed that behavior is a function of its consequences. The learner will repeat the desired behavior if positive reinforcement (a pleasant consequence) follows the behavior.

Positive reinforcement, or 'rewards' can include verbal reinforcement such as 'That's great' or 'You're certainly on the right track' through to more tangible rewards such as a certificate at the end of the course or promotion to a higher level in an organization.

Negative reinforcement also strengthen a behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behavior. Punishment, on the other hand, weakens a behavior because a negative condition is introduced or experienced as a consequence of the behavior and teaches the individual not to repeat the behavior which was negatively reinforced. A set of conditions is created which are designed to eliminate behavior. Laird considers this aspect of behaviorism has little or no relevance to education. However, Burns says that punishment is widely used in everyday life although it only works for a short time and often only when the punishing agency is present.

Burns notes that much Competency Based Training is based on this theory, and although it is useful in learning repetitive tasks like multiplication tables and those work skills that require a great deal of practice, higher order learning is not involved. There is a criticism of this approach that it is rigid and mechanical.

Principles of Reinforcement Theory

1. The Principle of Individuality

   The individuality of reinforces sometimes makes contingency management systems very hard to administer. If the peoples are individuals, and if managers are hoping to reinforce them with their peculiarly individual "stroke" then the manager must know a great deal about every worker on the staff

2. The Principle of Immediacy

   The immediate consequence will control future behavior more than the secondary contingency.

3. The Principle of Strength

   It means that the consequence needs to be noticeable. Weak reinforces don't control behavior; witness the gentle taps some parents call a spanking, or the small variations in salary increases spread across an employees population

4. The principle of Variability

   The principle of variability ties in closely with strength.The strength must not be noticeable; it must vary. Slot machines are programmed for this principle

5. The principle of Mutuality

   Mutuality is another principle which governs the transaction of reinforces in interpersonal relationship.

6. Successive Approximation

   Successive approximation represents another significant principle of reinforcement theory. This word simply describes the small steps people take toward the ultimate objective.

   Successive approximation work for all of us from infancy to senility Instructors of adult really needs to understand this phenomenon.

(4) Learning Facilitation

The author of the facilitation theory is Dr. Carl Roger.

Facilitation theory states that the role of the instructor as a facilitator, rather than a stimulator or controller of the learning process.

Carl Rogers and others have developed the theory of facilitative learning. The basic premise of this theory is that learning will occur by the educator acting as a facilitator, that is by establishing an atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors (Laird 1985.)

Other characteristics of this theory include:

- A belief that human beings have a natural eagerness to learn,

- There is some resistance to, and unpleasant consequences of, giving up what is currently held to be true,
- The most significant learning involves changing one's concept of oneself.

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Facilitative teachers are:

- Less protective of their constructs and beliefs than other teachers,
- More able to listen to learners, especially to their feelings,
- Inclined to pay as much attention to their relationship with learners as to the content of the course,
- Apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behavior.

Learners

- Are encouraged to take responsibility for their own learning,
- Provide much of the input for the learning which occurs through their insights and experiences,
- Are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results.

According to Roger, the facilitators should;

- Less protective of their own constructs and belief than other teachers. • More able to listen to students
- Able to accept the innovative, creative ideas which emerge in the students. • Able to accept feedback(both positive & negative)

Experiential Learning

Kolb proposed a four-stage learning process with a model that is often referred to in describing experiential learning. The process can begin at any of the stages and is continuous, i.e. there is no limit to the number of cycles you can make in a learning situation. This theory asserts that without reflection we would simply continue to repeat our mistakes.

Kolb's research found that people learn in four ways with the likelihood of developing one mode of learning more than another. As shown in the 'experiential learning cycle' model above, learning is:

- Through concrete experience
- Through observation and reflection
- Through abstract conceptualization
- Through active experimentation

Key Points

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- Learning may be defined as any relatively permanent change in behavior that occurs as a result of experience.
- **70%** of learning & development takes place from real-life and on-the-job experiences, tasks, and problem solving. This is the most important aspect of any learning and development plan
- **20%** comes from feedback and from observing and working with role models. **10%** of learning and development comes from formal training.
- Basically there are four types of theories which related to learning.
  - o Pedagogy and Andragogy
  - o Sensory Stimulation Theory
  - o Reinforcement Theory
  - o Learning Facilitation

Student Activity

1. Conduct a survey identifying factors that influence pedagogy
2. Conduct a survey identifying factors that influence andragogy.
3. Conduct a survey about the perception of adult workers about new learning.

LESSON 2.2 DETERMINING LEARNING OBJECTIVES

Learning Objectives

After reading this chapter you will be able to

- Explain the characteristics of learning
- Explain the levels of Learning
- Describe the learning Objectives
- Explain the conditions for Effective Learning
- Explain domains of Learning
- Explain teaching Strategies

Introduction

Learning is the acquisition and development of memories and behaviors, including skills, knowledge, understanding, values, and wisdom. It is the product of experience and the goal of education.It is the process by which new behaviors are acquired. learning involves changes in behavior, practicing new behaviors and establishing permanency in the change.

Understanding Learning Concepts

Characteristics of learning

(1) Learning is Purposeful

Each student sees a learning situation from a different viewpoint. Each student is a unique individual whose past experiences affect readiness to learn and understanding of the requirements involved. For example, an instructor may give two aviation maintenance students the assignment of learning certain inspection procedures. One student may learn quickly and be able to competently present the assigned material. The combination of an aviation background and future goals may enable that student to realize the need and value of learning the procedures. A second student's goal may only be to comply with the instructor's assignment, and may result in only minimum preparation. The responses differ because each student ads in accordance with what he or she sees in the situation.

Most people have fairly definite ideas about what they want to do and achieve. Their goals sometimes are short term, involving a matter of days or weeks. On the other hand, their goals may be carefully planned for a career or a lifetime.

Each student has specific intentions and goals. Some may be shared by other stu-dents. Students learn from any activity that tends to further their goals. Their individual needs and attitudes may determine what they learn as much as what the instructor is trying to get them to learn. In the process of learning, the student's goals are of paramount significance. To be effective, aviation instructors need to find ways to relate new learning to the student's goals.

(2) Learning is a Result of Experience

The student can learn only from personal experiences; therefore, learning and knowledge cannot exist apart from a person. A person's knowledge is a result of experience, and no two people have had identical experiences. Even when observing the same event, two people react differently; they learn different things from it, according to the manner in which the situation affects their individual needs. Previous experience conditions a person to respond to some things and to ignore others.

(3) Learning is Multifaceted

If instructors see their objective as being only to train their students' memory and muscles, they are underestimating the potential of the teaching situation. Students may learn much more than expected if they fully exercise their minds and feelings. The fact that these items were not included in the instructor's plan does not prevent them from influencing the learning situation.

Learning is multifaceted in still another way. While learning the subject at hand, students may be learning other things as well. They may be developing attitudes about aviation-good or bad-depending on what they experience. Under a skillful instructor, they may learn self-reliance. The list is seemingly endless. This type of learning is sometimes referred to as incidental, but it may have a great impact on the total development of the student.

(4) Learning is an Active Process

Students do not soak up knowledge like a sponge absorbs water. The instructor cannot assume that students remember something just because they were in the classroom, shop, or airplane when the instructor presented the material.

Neither can the instructor assume that the students can apply what they know because they can quote the correct answer verbatim. For students to learn, they need to react and respond, perhaps outwardly, perhaps only inwardly, emotionally, or intellectually. But if learning is a process of changing behavior, clearly that process must be an active one.

Learning Objectives

A learning objective is defined as a statement that describes the behavior the trainer expects participants to demonstrate as a result of the training, and can be used to evaluate the success of the session.

- Create a climate for motivation
- Enable you to plan and gain greater control over your future

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- Add challenge to your life and a sense of achievement
- Provide a means of self evaluation
- Make you results oriented, so you work smarter
- Add a new dimension of meaning to your life
- Enable you to manage your time more effectively
- Reduce the stress related to the feeling of "not getting anywhere"
- Increase your chances of success
- Allow you to determine if your job is compatible with what you really want

Objectives should be S.M.A.R.T., that is:

S – **Specific** – says exactly what the learner will be able to do

M – **Measurable –** can be observed by the end of the training session

A – **Attainable** for the participants within scheduled time and specified conditions

R – **Relevant** to the needs of the participant and the organization

T – **Time-framed -** achievable by the end of the training session

Writing Learning Objectives

Guidelines for Writing Learning Objectives; it should be

- **Specific**

A learning objective should say exactly what you hope to accomplish. For example, "I want to be able to design an inventory control system using MS access" is more specific than, "I want to design a database."

- **Measurable**

You need to be able to assess your progress so you know when you have achieved your objective.

- **Challenging**

Your learning objective should have you do something positive. It should increase your abilities.

- **Realistic**

Your objective must be attainable.

- **Time Limited**

You should chose a reasonable period of time to achieve your objective.

- **Action Oriented**

Your learning objective statements should be complete sentences with action verbs. They should be phrased in terms of positives steps. They should not be written in terms of what you will not do

- **Useful**

Your objective should help you close the GAP between where you are and where you want to be in both your educational and career goals.

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Learning Environment and Training Climate

The effective trainer is one who can create a positive learning climate. In order to create Adult learners:

- Require learning to be relevant
- Are highly motivated if they believe learning is relevant
- Need participation and active involvement in the learning process
- Desire a variety of learning experiences
- Desire positive feedback
- Have personal concerns and need an atmosphere of safety
- Need to be recognized as individuals with unique backgrounds, experiences and learning needs
- Must maintain their self-esteem
- Have high expectations for themselves and their trainer
- Have personal needs that must be taken into consideration

Creating a positive learning climate requires the involvement of learners. To involve learners:

- Allow participants to provide input regarding schedules, activities and other events
- Ask questions and solicit feedback
- Brainstorm and encourage discussions
- Plan hands-on work, group and individual projects, and classroom activities

A positive learning climate is created through the use of a variety of learning methods including:

- Audiovisual aids
- Illustrated lectures
- Demonstrations
- Brainstorming
- Small group activities
- Group discussions
- Role plays and case studies
- Guest speakers

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The effective trainer helps to create the positive learning climate by using a variety of techniques for providing positive feedback. To provide positive feedback:

- Give verbal praise either in front of other participants or in private
- Use positive responses during questioning
- Recognize appropriate skills while coaching
- Let the participants know how they are progressing toward achieving learning objectives

Be sure to treat the participants as individuals. To do this you can:

- Use participant names as often as possible
- Involve all participants as often as possible
- Treat participants with respect
- Allow participants to share information with others

Creating a positive learning climate requires planning and work on the part of the trainer.

Conditions for Effective Learning

- People learn what is personally meaningful to them
- People learn what they are motivated to learn
- People construct new knowledge by building on their current Knowledge
- Individuals learn differently
- A Positive emotional climate strengthens learning
- Much learning occurs through social interaction
- People need feedback to learn
- Successful learning involves use of strategies – which themselves are learned
- Learning is influenced by the total learning environment
- Learning is developmental
- People learn when they accept challenging but achievable goals

Learning Principles

Educational Physiologist have identified several principles of learning, also referred to as laws of learning, which seem generally applicable to the learning process. These principles have been discovered, tested, and used in practical situations. They provide additional insight into what makes people learn most effectively. Edward Thorndike developed the first three "Laws of learning:" readiness, exercise, and effect. Since Thorndike set down his basic three laws in the early part of the twentieth century, three additional principles have been added: primacy and recent, and intense

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Readiness implies a degree of single-mindedness and eagerness. When students are ready to learn, they meet the instructor at least halfway, and this simplifies the instructor's job.

The principle of **exercise** states that those things most often repeated are best remembered. It is the basis of drill and practice. The human memory is fallible. The mind can rarely retain, evaluate, and apply new concepts or practices after a single exposure. Students do not learn to weld during one shop period or to perform crosswise landings during one instructional flight. They learn by applying what they have been told and shown. Every time practice occurs, learning continues. The instructor must provide opportunities for students to practice and, at the same time, make sure that this process is directed toward a goal.

Effect

The principle of effect is based on the emotional reaction of the student. It states that learning is strengthened when accompanied by a pleasant or satisfying feeling, and that learning is weakened when associated with an unpleasant feeling. Experiences that produce feelings of defeat, frustration, anger, confusion, or futility are unpleasant for the student. If, for example, an instructor attempts to teach landings during the first flight, the student is likely to feel inferior and be frustrated.

Instructors should be cautious. Impressing students with the difficulty of an aircraft maintenance problem, flight maneuver or flight crew duty can make the teaching task difficult. Usually it is better to tell students that a problem or maneuver, although difficult, is within their capability to understand or perform. Whatever the learning situation, it should contain elements that affect the students positively and give them a feeling of satisfaction.

Primacy

Primacy, the state of being first, often creates a strong, almost unshakable, impression. For the instructor, this means that what is taught must be right the first time. For the student, it means that learning must be right. Un-teaching is more difficult than teaching. If, for example, a maintenance student learns a faulty riveting technique, the instructor will have a difficult task correcting bad habits and re-teaching correct ones. Every student should be started right. The first experience should be positive, functional, and lay the foundation for all that is to follow.

Intensity

The principle of intensity implies that a student will learn more from the real thing than from a substitute. In contrast to flight instruction and shop instruction, the classroom imposes limitations on the amount of realism that can be brought into teaching.

The aviation instructor should use imagination in approaching reality as closely as possible. Today, classroom instruction can benefit from a wide variety of instructional aids to improve realism, motivate learning, and challenge students.

Recent

The principle of being recent states that things most recently learned are best remembered. Conversely, the further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember.

Instructors recognize the principle of recent when they carefully plan a summary for a ground school lesson, a shop period, or a post flight critique. The instructor repeats, restates, or reemphasizes important points at the end of a lesson to help the student remember them. The principle of recent often determines the sequence of lectures within a course of instruction.

Domains of Learning

Learning is a process which leads to change in behavior, the learning process should have certain outcomes which can be observed and measured. There are 3 types of learning domains namely, cognitive, affective and psychomotor.

Cognitive Domain

The word 'cognitive 'arises from 'cognition' means 'to know' and knowing is an integral part of seeking knowledge. Learning process in the cognitive domain are asso-ciated with those mental operations which are used to manipulate information from the environment.

Thus the cognitive domain involves a number of activities varying from exposure to inform to its organization or processing in the learner's mind.

Levels of learning of the cognitive domain

a) Knowledge: the first level of cognitive learning is knowledge. Possession of knowledge or information is the foundation from which all higher thinking grows.

b) Comprehension: the second level of learning is comprehension. At this level, those mental operations which help in understanding of facts, concepts, and generalization are included. This level incorporates the previous knowledge level.

   The comprehension level may involve any of the following process

   Translation- In this the known concept or definition is transferred by the student into his own words or phrases

   Interpretation-In this the student tries to see interrelations among the various recognizable components of any information eg; data, facts, concepts etc.

   Extrapolation-this involves some kinds of predictions or drawing conclusions keeping in mind the situations which are beyond those given to the student.

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c) Application; Information's becomes meaningful when it is applied to a new. Now a day there is an increasing emphasis on developing application abilities among the students. Students should be able to apply their knowledge of whatever they learn to real life situations.

d) Analysis; at this level of learning, the student can analyze principles, concepts, theories etc.

e) Synthesis: It involves arranging and combining the various part in such a way so as to form a pattern or structure which might not have been clearly perceptible earlier.

f) Evaluation: This level involves making of judgments which may be based either on the criteria of consistency / logic or may involve some comparison with standards or norms.

Affective Domain

The learning situation influences the feelings, interests, emotions and attitudes of the student. The learning in the affective domain includes changes in interest, attitudes, values, and feelings. all these behaviors ultimately lead to better adjustment abilities in the student in the society.

In the cognitive domain, the main organizing principle were from simple to complex, from concrete to abstract. In the affective domain which deals with attitudes, interests, and values. it is very difficult to work on these principles. The main organizing principle in the affective domain is the degree of internalization. The main organizing principles in the affective domains are;

a) Receiving: This means the sensitivity of a student to certain stimulus pattern of stimuli and his willingness to receive or attend to them. Receiving consists of awareness of the stimuli, willingness to receive and selection attention

b) Responding: This level of learning goes beyond the receiving level. after giving attention or perceiving the stimulus or object, the student actively responds to the object

c) Valuing: This level of the affective domain implies perceiving a concept as having worth and consequentially receiving a consistent preference or commitment in behavior towards it.

d) Organization; For situation where more than one value is relevant,

Psychomotor Domain

This domain pertains to the manipulative or psychomotor skills which can be developed under the supervision or guidance of an expert or skilled person. Characteristics

Responsive chains: Learning of skills involves a chain of motor responses ie one muscular movement leads to another muscular movement

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Coordination: The coordination of perception and motor acts is essential in skill learning.

Response pattern: Skill learning involves organization of stimulus and response patterns.

Dave (1969) attempted to classify learning situations in the psychomotor domain into 5 categories Initiation, manipulation, precision, articulation, and neutralization

There are five stages of psychomotor learning: perception, set, guided response mechanisms, and complex overt response.

Perception: is the process of becoming aware of objects, qualities, or relations by way of sense of organs

Set: is a preparatory adjustment of readiness for a particular kind of action

Guided response: is the early step in the development of skills.it is the overt behavioral act of learner under the guidance of a teacher. Readiness is a prerequisite for this kind of response.

Mechanism: means that learned response has become habitual.At this level, the learn has achieved a certain confidence and the degree of skill to perform an act which is part of his reports of possible response to stimuli.

Complex overt response: will show that the learner can perform a complex motor act as he has attained a higher skill.

Teaching Strategies

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners maximizes instructor control and is non-threatening to students.

The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The following recommendations can help make the lecture approach more effective

1. Fit the lecture to the audience
2. Focus your topic - remember you cannot cover everything in one lecture
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture
4. Organize your points for clarity

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5. Select appropriate examples or illustrations
6. Present more than one side of an issue and be sensitive to other perspectives
7. Repeat points when necessary
8. Be aware of your audience - notice their feedback
9. Be enthusiastic - you don't have to be an entertainer but you should be excited by your topic.

Teaching Technique

Questioning

A teaching method that includes questioning is similar to testing. A teacher may ask a series of questions to collect information of what students have learned and what needs to be taught. Testing is another method of questioning. A teacher tests the student on what was previously taught in order to identify if a student has learned the material.

Explaining

Another teaching method is explanation. This form is similar to lecturing. Lecturing is teaching, giving a speech, by giving a discourse on a specific subject that is open to the public, usually given in the classroom. This can also be associated with demonstrating and modeling. A teacher may use experimentation to demonstrate in a science class. A demonstration is the circumstance of proving conclusively, as by reasoning or showing evidence. Modeling is used as a visual aid to learning. Students can visualize an object or problem, then use reasoning and hypothesizing to determine an answer.

Demonstrating

Demonstrations are done to provide an opportunity in learning new exploration and visual learning tasks from a different perspective. Demonstrations can be exercised in several ways.

Collaborating

Students' working in groups is another way a teacher can enforce a lesson plan. Collaborating allows students to talk among each other and listen to all view points of discussion or assignment. It helps students think in an unbiased way. When this lesson plan is carried out, the teacher may be trying to assess the lesson of working as a team, leadership skills, or presenting with roles.

Instructional Technology

Instructional technology is the use of a variety of teaching tools to improve student learning.

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In education, **instructional technology** is "the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning,"

The purpose of instructional technology, of course, is the promotion of learning.

Learning theory has influenced Instructional design and Instructional designers.

Instructional Technologies promote communication and interactivity.

How Instructional Technology Affects Learning?

Curriculu

Advanced technology has the potential to significantly expand the breadth and depth of the curriculum. With the Internet, for example, students can access information far beyond the scope of their traditional textbooks. Curricula can be individualized and adapted to students' specific learning styles. Instructional technology has the power to enhance overall knowledge accumulation, instead of just focusing on content mastery.

Instruction

The use of instructional technology changes the teacher's role from expert to facilitator or coach. Plus, instruction is no longer limited to the school building or classroom. For example, students can take courses from a global satellite feed or on the Internet. Learning can take place at home, at work, or anywhere else that has the capacity for a television, phone, or computer.

Assessmen

Instructional technology will focus more and more on building feedback loops directly into the learning process. Students can obtain frequent and accurate feedback, make corrections to their work, and structure learning experiences around their individual needs. Assessment can be monitored by offsite instructors, plus it can be ongoing and cumulative.

Key Points

- Learning is the acquisition and development of memories and behaviors, including skills, knowledge, understanding, values, and wisdom.
- Levels of learning may be classified in any number of ways. Four basic levels have traditionally been included in aviation instructor training
- A learning objective is defined as a statement that describes the behavior the trainer expects participants to demonstrate as a result of the training, and can be used to evaluate the success of the session

- There are 3 types of learning domains namely, cognitive, affective and psychomotor.
- Continuous learning is the ability to learn to learn.

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Self Assessment Questions

1. Explain Learning process
2. Explain various theories of learning
3. What you mean by experimental learning?
4. What is reinforcement theory?
5. What is sensory stimulation theory?
6. Distinguish between pedagogy and andragogy.
7. Define term learning
8. Describe Learning Objectives
9. How to write learning objectives
10. Explain learning principles
11. Explain the characteristics of learning
12. Explain different domains of learning?
13. Briefly explain teaching strategy.?

UNIT - III

NOTES

LESSON 3.1 THE ROLE OF TRAINING AND DEVELOPMENT OFFICERS

Structure

Lesson 3.1- The Role of Training and Development Officers
Lesson 3.2 - Understanding Training Needs
Lesson 3.3 - Measurement and Evaluation of Training Programs

Learning Objectives

After reading this chapter you will be able to

- Explain training constancy
- Explain the benefits of training as consultancy
- Describe the administration of Training Programs
- Explain the roles and responsibilities of Training Managers
- Describe the challenges to Training Managers

Introduction

Efficient administration and support is critical to the successful running of an effective training function. Those who support it play an important part in ensuring that the training function maintains and continues to develop an efficient service.

Training as Consultancy

As consultant to the organization, T & D officers help managers of client departments solve human performance problems. The consultant role of the T & D officers involves finding all the performance problems of employees, to analyze each, and to recommend an appropriate solution. The solution may be any one or combination of training, contingency management, feed back system, and job engineering or organization development. After the recommendation, the T & D officer is responsible for providing, assisting in the implementation of, and evaluating whatever solution is adopted.

Benefits of Training as Consultancy

- Quality training
- Professional team

- Training evaluation
- Lasting result
- Initial consultation
- Training needs analysis

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Consultants can provide help on following areas:

- Management Development
- Team Building Leadership
- Health & Safety Training
- Interpersonal Skills
- Sales Training

Management Development

- Project Management
- Stress Management
- Time Management
- Senior Management Workshops

Sales

- Sales Technique

Customer Care

- Customer Care Training
- Managing Customers

Human Resource

- HR Administration
- Induction Training
- Recruitment & Selection
- Successful Appraising

Personal Development Courses

- Assertive Skills
- Building Confidence
- Interview Techniques
- Maximize Potential

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Importance of Training as Consulting:

- It helps in enhancing company's image
- It helps in strengthening the team spirit
- It helps in applying knowledge, developing core competencies, and reducing work load
- It helps in improving the work relations
- It leads to greater chances of success

Training and Development Officer

A training and development officer/manager manages the learning and professional development of an organization's workforce.

- The training element gives staff the understanding, practical skills and motivation to carry out particular work-related tasks.
- The development work relates to the ongoing, long-term improvement of employees' skills so that they can fulfill their potential within their organization.

The training and development manager is responsible for developing a comprehensive training package that encompasses both these elements in order to maintain a motivated and skilled workforce and to fulfill the needs of the organization.

Activities of T & D Officer

- Identifying training and development needs within an organization through job analysis, appraisal schemes and regular consultation with business managers and human resources departments;
- Designing and developing training and development programmes based on organization's needs;
- Developing effective induction programmes;
- Conducting appraisals;
- Devising individual learning plans;
- Producing training materials
- Managing the delivery of training and development programmes
- Monitoring and reviewing the progress of trainees through questionnaires and discussions with managers;
- Ensuring that statutory training requirements are met;
- Evaluating training and development programmes;
- Keeping up to date with developments in training by reading relevant journals, going to meetings and attending relevant courses;
- Increasingly, having an understanding of e-learning techniques.

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Administration of Training Programs

Functions of Training Administration

1. Maintain the training plan detailing courses, course dates, trainers, guest speakers and venues.
2. Ensure information on training courses run by the department is current and accurate and changes are reflected in appropriate documentation.
3. Maintain accurate records of applications for training courses.
4. Provide administrative support from courses including preparation of class lists, course files, issue joining instructions, book meals and accommodation, prepare and update course exams, preparation of course certificates and providing trainers with relevant information, via the designated Training Administration System.
5. Ensure diversity information for both course applications and course delivery is accurately recorded.
6. Maintain personal training records by prompt inputting of training received to the designated recording system.
7. Act as a point of contact for matters relative to the administration of the designated training activity.
8. Act, as required, in the absence of Administration Supervisor.
9. Represent the Department at meetings and take minutes as necessary.
10. Provide general administrative support, i.e. photocopying, laminating, Faxes.
11. Maintain stationery supplies and order as necessary (Receipt Books) etc.
12. Progress external training applications ensuring an accurate record of requests and allocations is maintained.

As administrator of the training function, the T & D officer must do all the things like planning, organizing, directing and controlling the ongoing function. A successful training administrator will have the following skills;

- Counseling skill
- Career development skill
- High standard office skill
- Delegation skill
- Negotiation skill
- Presentation skill
- Cost benefit analysis skill

An effective training program administrator should follow these steps:

- Define the organizational objectives.
- Determine the needs of the training program.

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- Define training goals.
- Develop training methods.
- Decide whom to train.
- Decide who should do the training.
- Administer the training.
- Evaluate the training program.

Following these steps will help an administrator develop an effective training program to ensure that the firm keeps qualified employees who are productive, happy workers.

Roles, Responsibilities of Training Managers

Training managers have the primary responsibility of working with line managers to identify and meet personnel training needs. The training manager should establish training and entry-level requirements for key training positions and implement programs to select and develop training personnel. The training organization should exhibit a strong desire to meet the training needs of the line organization in both its approach to day-to-day activities and its long-term strategic planning.

The training organization should help line managers, supervisors, and personnel recognize that training strengthens personnel and facility performance. Line and training managers can anticipate future training and development needs by periodically evaluating personnel performance, reviewing line organization turnover rates, identifying industry and regulatory initiatives in training, and recognizing the changing educational and experience background of employees.

A training manager's supporting responsibilities may include the following:

- Maintain training programs
- Monitor instructor performance to verify training is conducted as outlined in approved training materials and in a manner that motivates personnel to learn
- Verify that the training staff has obtained and is maintaining their technical and instructional knowledge and skills
- Develop training programs according to approved methodology
- Track training commitments to outside organizations such as the state and federal regulators, and assist line management in meeting these commitments
- Develop training program and trainee status reports for line managers, and assist line managers in identifying and resolving human performance issues
- Track current industry training issues
- Solicit line managers' involvement when training commitments or needs are not being fulfilled

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- Work to establish mutual trust and cooperation between the training organization and all facility personnel
- Develop improved methods to meet training and facility objectives and goals as required
- Develop training policies that establish guidelines for all training functions
- Assist line management in identifying potential training needs based on facility and industry operating experiences
- Initiate and help prepare long-range objectives for the training organization that are consistent with corporate, facility, and training policies, and develop a system for verifying implementation of the actions needed to meet the objectives.

Training managers should verify that employees participate in training and that training meets the employees' needs.

Challenges to Training Managers

Training managers are subject to several challenges which need to be met often within the parameters of reduced training budgets.

The technical challenge is to keep up-to-date with changes in legislation, company policy, new methods of training delivery and new subject matter (especially in Information Technology)

The strategic challenge is to monitor and respond to expected changes in skill requirements, and to deliver training which provides demonstrable, measurable bottom line results, both short and the long term.

The professional challenge is to keep up-to-date with changing practice, to manage ongoing continuing professional development, and to ensure that the organization's trainers and line managers are informed and practiced in applying the best in training ideas and methods.

Gordon Lippitt has identified four roles for training managers in modern organizations:

- Learning specialist and instructor
- Administrator of training and development staff and programmes
- Information coordinator
- Internal consultant to the management of the organization.

Traditionally, the activities of training managers have focused primarily on the first two of these roles.

The training manager as information coordinator:

- Managing and monitoring contractor relationships
- Enabling and evaluating line manager effectiveness in developing their staff
- Coordinating an organization-wide skills development effort.

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The training manager as internal consultant:

- Identifying skill development needs for the future
- Advising on staff development methods and best practice
- Evaluating and improving the bottom line effectiveness of the organization's training and development effort

Responsibilities of Training administrator, consultant, designer and instructor

Administrator	Consultant	Designer	instructor
• Sets policy • Communicate policy • Sets program objectives • Establishes budget • Monitors expenditures • Sets facilities standards • Provides facilities • Selects staffs • Manage staff • Develops staff • Evaluates T& D effort	• Analyse performance problem • Recommends solutions • Establish program goals • Evaluate programs • Assists with programs • Counsels designers	• Selects methods • Select media • Synthesizes methods and media into an integrated program • Provides outlines and materials to implement the program • Evaluate try out • Redesigns programs as try out data indicate	• Delivers learning design • Analyse and responds to individual learner needs • Adapts design to meet learner needs • Counsels learners • Provide feedback to designers about strengths and weaknesses of designs.

Source: Adopted from Approaches to Training and Development: 2nd Ed., Dugan Laird, Addison-Wesley Publishing Co., Inc. 1985 Fig.: the T&D Officer's Key Areas of Responsibility, p.31.

Key Points

- Training consultancy provides industry professional to work with an organization in achieving its training and development objectives.
- A training and development officer/manager manages the learning and professional development of an organization's workforce.
- The training manager should establish training and entry-level requirements for key training positions and implement programs to select and develop training personnel.

LESSON 3.2 UNDERSTANDING TRAINING NEEDS

NOTES

Learning Objectives

After reading this chapter you will be able to

- Explain micro needs versus macro needs
- Describe determining training needs
- Explain the components of needs assessment
- Explain the development of competency based training programs

Introduction

Employees in an organization look forward to skills enhancement training and personality development courses to improve themselves and advance their careers. It becomes imperative for any organization to provide all inputs to its employees as and when required.

Training needs of employees within an organization are varied. The marketing department may train its people in sales, motivation, leadership, teamwork and communication. The HR department may focus on motivational strategies and communication and team building activities. Companies often hire the services of professionals and consultants to provide such training programs. Mentoring given by experts has a positive impact on employee morale and the results are often reflected in increased productivity of trained employees.

Micro Needs versus Macro Needs

There are two classes of training needs." micro training needs and macro training needs". The difference of the two training needs is simple but it has heavy impact on the response made by the T & D department.

- Micro training needs comes from all parts and all levels of the organization. A micro training need exists for just one person, or for a very small population.
- Macro training needs exists a large group of employees –frequently in the entire population with the same job classification. In macro training needs, employees will know nothing of polices, procedures, organizational goals and structures.

Determining Training Needs

The only way to determine training needs is to ask the employees themselves. Anyone with good facilitation skills can help employees accurately identify knowledge and skills that need training by following simple steps:

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Step 1 - Form a team of employees who are currently doing the job. Include employees with varying levels of skill and knowledge, not just subject matter experts.

Step 2 - Schedule a two-hour team session away from the distractions of the work place.

Step 3 - Tell team members that they will be answering the following two questions in a repetitive manner until they identify all tasks that need training.

Question 1: What do you need to know and be able to do to perform the job task____________________________________?

Question 2: Can you teach and can someone learn that task in 30 minutes? (Yes or No)

Step 4 - Ask the team to select a job task for question 1. (Job tasks are distinct actions that describe what is done on any job; job tasks are made up of many smaller tasks. For example, a job task for customer service representatives at a life insurance company might be to service policies.)

Step 5 - Ask the team to brainstorm tasks that answer question 1. Write the answers on flip chart paper so that all can see.

Step 6 - Ask the team to answer question 2 for each task listed above - "yes" or "no".

Step 7 - Select any task marked "no" and ask question 1 again - this time, instead of the original job task (service policies, for example), place the selected task marked "no" in the blank of question 1.

Step 8 - Ask the team to brainstorm answers to the new question 1. (Write answers on new flip chart page.)

Step 9 - Ask the team to answer question 2 for each task listed in step 8 - "yes" or "no".

Step 10 - Continue asking questions 1 and 2 until all tasks are marked "yes".

When completed with this exercise, you will have a task listing identifying tasks that are required for that particular job. From this list, you may select some or all for training.

Level and Components of Needs Assessment

Needs assessment has been defined as the process of measuring the extent and nature of the needs of a particular target population so that services can respond to them. Needs assessment is, therefore, a valuable tool for informing the planning process.

A good needs assessment process will:

- Identify the needs of a target population in a particular area;

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- Help to prioritise those needs to ensure better planning of local services and more effective allocation of resources;
- Develop an implementation plan that outlines how identified needs will be addressed.

The outcome of a needs assessment should be that drug users and their families have their individual assessed needs met, or met more effectively**.**

There are Two Approaches to Needs Assessment

- The first approach establishes the needs of the target population solely on the basis of **consultation with users** and **service providers**, without any prior assumptions about what those needs might be.
- The second approach **assumes, on the basis of other available information, that there is a need,** and then tries to determine the best ways of meeting that need among the people who have it.

The Components of Needs Assessment

The process of needs assessment should ordinarily involve the following components:

- A **review of the existing sources of information** relevant to your target population
- A **profile of existing services** and description of client profile
- The views of **your target population**
- The views of relevant **practitioners** and **service providers**
- **Analysis** and **interpretation** of the results in order to draw conclusions
- **Taking action** through prioritising the identified needs, appraising the options for meeting those needs, and implementing an action plan including allocation of resources.
- **Monitoring** and **evaluation** to check that the changes you have implemented are having the desired effect of meeting the needs of your target population.

Advantages of Needs Assessment

A series of methods are available and commonly used in a Training Needs Assessment (TNA) for the gathering and subsequent analysis of information related to the job functions and tasks performed by staff potentially in need of training.

- Analyzing answers to personal questionnaires.
- Interviewing key persons.
- Conducting focused workshops with staff in charge of resource assessment at each institute.
- Reviewing recent key publications.

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- Observations of working practices and working conditions in each institute.

Method	Advantage	Disadvantage
Organizational Documents	• Provide relevant, quantifiable data • Fast • Inexpensive • May built management involvement	• Don't build employee involvement • Not necessarily focused on HRD May not identify causes May not provide visibility
Questionnaires & Surveys	• Reach many people in short time • Build involvement • Relatively inexpensive • Yield relevant, quantifiable data that are easy to summarize • Anonymity may encourage honesty	• Require time and skill to develop • Low response rates or inaccurate responses • No opportunity to clarify • May restrict freedom of response • May lead to unrealistic expectations
Group Interviews (Focus groups)	• Build involvement and support Provide relevant data • Provide visibility • May elicit key topics not expected • On-the-spot sharing & synthesis of different views	• On-the-spot sharing & synthesis of different views • Moderately time-consuming (but less so than individual • interviews) • Moderately expensive • Difficult to conduct • May be difficult to analyze and quantify data
Individual Interviews	• Build involvement support • Allow for clarification • Provide relevant data • Easier to conduct than group interviews • May uncover information that wouldn't be brought up in a group	• May uncover information that wouldn't be brought up in a group • Expensive in terms of time and travel costs • Require interviewing skills • May be difficult to analyze and quantify results • May make interviewees self-conscious
Advisory Committees	• Build management involvement and sponsorship • Provide visibility • Inexpensive • Allows synthesis of opinions of key decision-makers • Can help identify resources	• Time-consuming and difficult to manage logistically • Fails to build lower-level employee involvement • Poor source of quantifiable data • May lead to "groupthink" or • turf wars
Observation of Work Situations	• Builds employee involvement • Provides excellent information when coaching an individual • Builds your credibility • Generates relevant, quantifiable data • May provide excellent stories	• Requires a skilled observer • Does not involve management • Time-consuming • May change performance or be perceived as spying • May be logistically difficult

Benchmarking & Independent Research	• Learn from industry leaders and competitors • Can build your credibility • Availability of free data on internet • Avoid rediscovering what is known	• Does not build involvement • May not be directly relevant • Data from different organizations may be misleading • Requires significant analysis

Training Needs Analysis and Training Process Design

Training Analysis (sometimes called **Training Needs Analysis** (TNA)) is the formal process of identifying the training gap and its related training need.

TNA can be described as "the acquisition of skills, concepts or attitudes that result in improved performance within the job environment".

Training analysis as a process often covers:

- Review of current training
- Task analysis
- Identification of training gap
- Statement of training requirement
- Assessment of training options
- Cost benefit analysis of training options

Training Analysis is most often used as part of the system development process. Due to the close tie between the design of the system and the training required, in most cases it runs alongside the development to capture the training requirements.

Performing a training needs analysis is the first step in the training process and is critical for a successful program.

The purpose of a needs analysis is to determine that training is the best solution and identify what training is needed to fill the skill gap. This step is often disregarded for reasons such as time constraints or lack of perceived value by management. However, skipping the training needs analysis can cause major problems..

The reasons for conducting a training needs analysis are:

- To determine whether training is needed
- To determine causes of poor performance
- To determine content and scope of training
- To determine desired training outcomes
- To provide a basis of measurement
- To gain management support

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There are six steps fundamental to all effective training needs analysis.

1 – Identify Problem Needs
- Determine circumstance for training request
- Identify potential skill gap
- Set objectives

2 – Determine Design of Needs Analysis
- Establish method selection criteria
- Assess advantages and disadvantages for methods

3 – Collect Data
- Conduct interviews
- Administer surveys and questionnaires
- Conduct focus groups
- Observe people at work
- Review documents

4 – Analyze Data
- Conduct qualitative or quantitative analysis
- Determine solutions and recommendations

5 – Provide Feedback
- Write report and make oral presentation
- Determine next step – training needed?

6 – Develop Action Plan
- Use results as the basis for training design, development and evaluation

Development of Competency Based Training Programs

Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training.

Competency standards are industry-determined specifications of performance that set out the skills, knowledge and attitudes required to operate effectively in a specific industry or profession.

Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.

For a person to be assessed competent they need to demonstrate the ability to perform tasks and duties to the standard expected in employment. CBT focuses on the development of the skills, knowledge and attitudes required to achieve those competency standards.

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One of the primary features of CBT is that each learner's achievement is measured against the competency standards rather than against the achievement of other learners.

Under the CBT approach, each learner is assessed to find the gap between the skills they need and the skills they already have. The difference between the two is called the skills gap. A training program is then developed to help the learner acquire the missing skills.

Skills required – current skills = skills gap

In many cases the learner has no current skills and the training program is a full curriculum based course. However, the learning outcomes achieved through the curriculum are derived from the competencies described in the Training Package.

Competency-based training programs are often comprised of modules broken into segments called learning outcomes, which are based on standards set by industry, and assessment is designed to ensure each student has achieved all the outcomes (skills and knowledge) required by each module

- Skills and competency tracking, including non-training information
- Training by skill competency
- Linking of competencies with tests and with courses
- Ability for supervisors to determine skills attainment
- Organizational competencies reporting

Competency-based training is an avenue to achieve a highly knowledgeable and skilled workforce. A systematic approach to training that is monitored and revised in light of performance and outcomes is the hallmark of a competency-based training program. Clear and detailed outcomes or competency statements are used to develop the training curriculum and measure learners' competence.

The competency areas are as follows

Participant Empowerment

Communication

Assessment

Community and Service Networking

Facilitation of Services

Community Living Skills and Supports

Education, Training and Self-Development

Advocacy

Vocational, Educational and Career Support

Crisis Prevention and Intervention

Organizational (employer) Participation

Documentation

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Over the last decade, three additional competency areas have emerged:

Relationships and Friendships

Person-Centered Goals and Objectives

Supporting Health and Wellness

There are six rules to keep in mind when creating and implementing any competence-based training & development activities.

These rules primarily focus on training and development efforts that are conducted on-the-job (OJT) but a proactive Training Department will ensure that external training providers also follow the basic concepts so that the maximum benefit is obtained from the external training activities.

1. Real competence-based training is designed to teach employees the skills they will use to solve day-to-day job requirements. The best way to accomplish this is to use problem-solving and demonstration-performance methods when providing on-the-job training.
2. All competence-based training and development efforts should be designed so that employees are active participants during the training process — if training is not properly designed or delivered correctly the employees observe the process but don't gain the full benefit that total involvement brings.
3. An employee's interest is stimulated and training is more successful when competence-based training and development program objectives are clearly understood and results of the training can be easily defined. This can be accomplished by using actual equipment, real work-place samples and by providing solutions that the employee can use to accomplish their actual job requirements.
4. Design competence-based training exercises that require active employee involvement because people remember things they see and do more readily than things they only read about. In addition, try to use group-training exercises because training can be more enjoyable when more than one trainee is involved. Group training sessions allow the trainees to share each other's experiences and insight.
5. Well-designed and delivered competence-based training and development exercises are useless unless the employees are allowed and encouraged to put their training to use while performing their actual jobs.
6. Finally, the most important success factor with competence-based training and development is that the learning environment must be supportive and positive. Employees that feel comfortable and not threatened will freely express their ideas and ask for help when they need it.

Key Points

NOTES

- There are two classes of training needs." micro training needs and macro training needs". The difference of the two training needs is simple but it has heavy impact on the response made by the T & D department
- Needs assessment has been defined as the process of **measuring the extent** and **nature of the** needs of a particular target population so that **services can respond** to them.
- Competency-based training (CBT) is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training.

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LESSON 3.3 MEASUREMENT AND EVALUATION OF TRAINING PROGRAMS

Learning Objectives

After reading this chapter you will be able to

- Describe pre and post-training measurement
- Explain monitoring of Training
- Explain the evaluation of Training
- Explain the process of Training Evaluation

Introduction

Measurement and Evaluation are the analysis and comparison of actual progress versus prior plans, oriented toward improving plans for future implementation.

Measurement and Scales of Measurement

Measurement is the process of gathering data. also it is the act of assigning numerals to process or events or items, using some consistent set of roles.

Advantages

- It reduces the possibility of disagreement between evaluator
- It provides concrete feedback
- It provides continuous data about progressing of learning
- It permits positive comparisons of ore- and post problem status.

Scales of Measurement

Commonly used measurement scales are Nominal scales, Ordinal scales, interval scales, and finally ratio scales.

Pre and Post-Training Measurement

Pre Training Evaluation: is a method of judging the worth of a programme before the programmed activities begin. The objective of this evaluation is

(a) To determine the appropriateness of the context of training activity and

(b) To help in defining relevant training objectives.

Post Training Evaluation: is method of judging the worth of a programme at the end of the programme activities. The focus is on the outcome. It tries to judge whether the transfer of training to the job taken place or not.

Monitoring of Training

Monitoring is an intermittent series of observations in time, carried out to show the extent of compliance with a formulated standard or degree of deviation from an expected norm.

Monitoring is the regular observation and recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of the project.

Monitoring also involves giving feedback about the progress of the project to the donors, implementers and beneficiaries of the project.

Evaluation of Training

The process of examining a training program is called training evaluation. Training evaluation checks whether training has had the desired effect. Training evaluation ensures that whether candidates are able to implement their learning in their respective workplaces, or to the regular work routines.

Purposes of Training Evaluation

The five main purposes of training evaluation are:

- **Feedback:** It helps in giving feedback to the candidates by defining the objectives and linking it to learning outcomes.
- **Research:** It helps in ascertaining the relationship between acquired knowledge, transfer of knowledge at the work place, and training.
- **Control:** It helps in controlling the training program because if the training is not effective, then it can be dealt with accordingly.
- **Power games:** At times, the top management (higher authoritative employee) uses the evaluative data to manipulate it for their own benefits.
- **Intervention:** It helps in determining that whether the actual outcomes are aligned with the expected outcomes.

Process of Training Evaluation

Before Training

The learner's skills and knowledge are assessed before the training program. During the start of training, candidates generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program. Once aware, they are asked to give their opinions on the methods used and whether those methods confirm to the candidates preferences and learning style.

During Training

It is the phase at which instruction is started. This phase usually consist of short tests at regular intervals

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After Training

It is the phase when learner's skills and knowledge are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels. There are various evaluation techniques for this phase.

Types of Evaluation

Evaluations are normally divided into two, formative and summative

(1) Formative evaluation is a method of judging the worth of a program while the program activities are in progress. This part of the evaluation focuses on the process.

They permit the learner and the instructor to monitor how well the instructional objectives are being met. This allows the learner to master the required skills and knowledge.

(2) Summative Evaluation The summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the outcome.

Techniques of Evaluation

The various methods of training evaluation are:

- Observation
- Questionnaire
- Interview
- Self diaries
- Self recording of specific incidents

Principles of Evaluation

- Training need should be identified and reviewed concurrently with the business and personal development plan process.
- There should be correlation to the needs of the business and the individual.
- Organizational, group and individual level training need should be identified and evaluated.
- Techniques of evaluation should be appropriate.
- The evaluation function should be in place before the training takes place.
- The outcome of evaluation should be used to inform the business and training process.

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Evaluation Criteria

According to Hamilan there are five criteria by which evaluation of training can take place;

- Reaction
- Learning
- Job Behavior
- Organization
- Ultimate Value

Reaction-Evaluate the trainees reaction to the program

Learning-In this trainer' ability and trainees ability are evaluated on the basis of quantity of the content learned.

Job Behavior-This evaluation includes the manner and extent which the trainee has applied his learning to the job.

Organization-This evaluation measures the use of training earning and change in the behavior of the department in the form of increased productivity. quality and sales turnover etc.

Ultimate value-It is the measurement of the ultimate result of the contribution of the training program to the company goals like survival, growth and profitability etc.

Evaluation Design

Designing a successful training program involves a variety of people co-coordinating their efforts to achieve the desired outcome. Clients and end users of the program may be interviewed to determine the real training requirements.

Instructional designers will design and develop the program. Administrators will organize the training schedules and venue logistics. If the program incorporates e-learning components, information technology professionals will be involved at a number of points

For training program development, a phased systems approach is often referred to as the Instructional Systems Design (ISD) model. The benefits in using a structured phased approach is that the end product is more likely to meet the genuine needs of the client and other stakeholder groups. This approach also helps to ensure that no development activity is started before a necessary pre-activity is completed.

ADDIE Model

The most popular rendering of the specific phases using the ISD approach is the ADDIE model. In ADDIE model there are five phases ; Analyze, Design, Develop, Implement and Evaluate. Each phase is characterized by a set of activities and a project output in the form of a tangible deliverable.

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Outputs and Activities associated with each phase may be summarized as follows:

(1) Analyze

- Clarify organizational and training program objectives.
- Agree the scope of the training program.
- Articulate training administration requirements.
- Determine strategies for transferring learned skills to the workplace.
- Detail project risks, opportunities and assumptions.
- Investigate constraints in implementing the program, including technological, budget, timing and duration.
- List training vendor/trainer selection criteria.
- Determine the target participants, program entry requirements, participant characteristics and special needs.
- Determine extent of training participant knowledge/skill assessment required.
- Determine the tasks currently performed by target participants and level of performance required following the training.
- Estimate program design, development, implementation and evaluation costs, effort required and schedule.

(2) Design

- Translate the program objectives into terminal and enabling learning objectives.
- Quantify program development, implementation and evaluation costs and effort required.
- Determine program structure and sequence.
- Determine program duration and pace.
- Decide program format and mode of delivery.
- Specify type of participant assessments and assessment conditions.
- Determine program evaluation methodology, data collection methods, timing and reporting formats.
- Articulate transfer of learning methods and workplace support.
- Define implementation and training administration requirements.

(3) Develop

- Develop communication packs for program stakeholders.
- Develop session plans, trainer guides, learner guides and trainer and participant resources.

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- Develop trainer and on-the-job aids.
- Develop coaching/mentoring guides and resources.
- Develop technology infrastructure and software.
- Develop participant assessments.
- Develop project and program evaluation instruments.
- Conduct pilot program to test that program meets client requirements.
- Review implementation and evaluation costs, effort required and schedule.

(4) Implement

- Rollout program communications to stakeholders.
- Produce program materials and aids.
- Install technology infrastructure and services.
- Set up administrative databases and systems.
- Inst all on-the-job aids.
- Prepare coaches/mentors.
- Book venue, accommodation and travel arrangements.
- Set up venue and accommodation.
- Schedule participants.
- Conduct training sessions.
- Implement training transfer strategies.
- Conduct participant assessments.
- Collect participant feedback.

(5) Evaluate

- Collect training program evaluation data.
- Collect project evaluation data.
- Review training program performance (number of employees trained, percent participants passed, participant satisfaction).
- Review project performance (cost, schedule, scope, stakeholder satisfaction, project team satisfaction).
- Report program and project performance results.
- The phases of the ADDIE model are also iterative in that the learning's resulting from the Evaluation phase are fed back in to the next project. In this way, each successive project may improve in its delivery of expected organizational benefits

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Evaluation Effectiveness of Training and Development

Measuring the effectiveness of training programs consumes valuable time and resources.

The Kirkpatrick Model

The most well-known and used model for measuring the effectiveness of training programs was developed by Donald Kirkpatrick in the late 1950s. The basic structure of Kirkpatrick's four-level model is shown here.

Kirkpatrick Model for Evaluating Effectiveness of Training Programs

Level 4	What organizational benefits resulted from the training?
Level 3	To what extent did participants change their behavior back in the work place as a result of the training?
Level 2	To what extent did participants change their behavior back in the work place as a result of the training?
Level 1	How did the participants react to the program?

An evaluation at each level answers whether a fundamental requirement of the training program was met. It's not that conducting an evaluation at one level is more important that another. All levels of evaluation are important. In fact, the Kirkpatrick model explains the usefulness of performing training evaluations at each level. Each level provides a diagnostic checkpoint for problems at the succeeding level.

So, if participants did not learn (Level 2), participant reactions gathered at Level 1 (Reaction) will reveal the barriers to learning. Now moving up to the next level, if participants did not use the skills once back in the workplace (Level 3), perhaps they did not learn the required skills in the first place (Level 2).

Quick Guide to Conduct a Training Evaluation

Level 1 (Reaction)

Completed participant feedback questionnaire

Informal comments from participants

Focus group sessions with participants

Level 2 (Learning)

Pre- and post-test scores

On-the-job assessments

Supervisor reports

Level 3 (Behavior)

Completed self-assessment questionnaire

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On-the-job observation

Reports from customers, peers and participant's manager

Level 4 (Results)

Financial reports

Quality inspections

Interview with sales manager

When considering what sources of data will use for the evaluation, think about the cost and time involved in collecting the data. Balance this against the accuracy of the source and the accuracy you actually need. Will existing sources suffice or will you need to collect new information?

information Sources include:

Hardcopy and online quantitative reports

Production and job records

Interviews with participants, managers, peers, customers, suppliers and regulators Checklists and tests

Direct observation

Questionnaires, self-rating and multi-rating

Key Points

- Measurement and Evaluation are the analysis and comparison of actual progress versus prior plans, oriented toward improving plans for future implementation
- **Measurement** is the process of gathering data. also it is the act of assigning numerals to process or events or items, using some consistent set of roles.
- Monitoring is the regular observation and recording of activities taking place in a project or programme. It is a process of routinely gathering information on all aspects of the project.
- The most well-known and used model for measuring the effectiveness of training programs is Kirkpatrick Model

Self Assessment Questions

1. Explain training consultancy
2. Explain the benefits of training as consultancy
3. Describe the administration of Training Programs
4. Explain the roles and responsibilities of Training Managers
5. Describe the challenges to Training Managers
6. Explain micro needs versus macro needs

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7. Describe training needs
8. Explain the components of needs assessment
9. Explain the development of competency based training programs
10. Describe pre and post-training measurement
11. Describe monitoring of Training
12. Explain the evaluation of Training
13. Explain the process of Training Evaluation

UNIT - IV

LESSON 4.1 METHODS OF TRAINING

NOTES

Structure

Lesson 4.1 - Methods of Training

Learning Objectives

After reading this chapter you will be able to

- Explain training methodologies
- Explain implementation training programmes
- Explain training methods

Introduction

In the recent past, Extension Training Programs have witnessed multi-various changes in the training methodology. The old days' training methods like lecture are now being replaced with different multi dimensional training methods. With the introduction of modern communication techniques, the extension training has received numerous improvements. Senders (1965) commented that to make a training effective it should be based on the fundamentals that people learn by seeing with their own eyes, hearing with their own ears, saying with their mouths and doing with their own hands.

Training Methodologies

The choice of training methods should be determined by the intended training outcomes and the design of the actual teaching method by awareness of the variety of formats and other available resources. However, there will always be certain constraints on resources, such as trainer availability, accommodation, specific budget allocations, time available for training etc. It is important to remember these three points when deciding on training methods:

- Courses should be tailored to specific audiences – always start from the perspective of the actual participants
- Participation – rather than passive reception – enhances they value of training for learners as well as the satisfaction gained by trainers
- Learners will be more involved in the training if they can see the relevance of the training and the opportunity to apply the training in practice

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It is also important to remember that the acquisition of knowledge is different from the acquisition of skills. It is generally accepted that people learn skills

65 % by doing

25 % by seeing

10 % by hearing

whilst on the other hand knowledge is generally acquired

75 % by seeing

15 % by hearing

10 % by doing (i.e. by experience)

Implementing Training Programmes

A sound training programme must possess the following characteristics

(i) Training programme should be designed so as to achieve the predetermined objectives, goals and needs of the organisation. It should be less expensive.

(ii) Training programme should be leopardess for all, in the organization and not for a particular group.

(iii) Training programme should pre-planed and well organized taking in view, the objectives of training programme. For this purpose the whole task should be divided in various sub-activities an such sub-activities should be arranged in a systematic order.

(iv) Training programme should be designed according to size, nature and financial position of the concern. A small scale enterprise cannot afford much to the training programme.

(v) Training programme must be flexible enough.

(vi) The programme must be conducted by senior and experienced officer of the concern. In large scale enterprises, training is conducted by the training director who is incharge of the training section under personnel department. Such training director is well trained and experienced in the art training.

(vii) Theoretical and practical aspects of training must be given due considerations while preparing a training programme.

(viii) It should be designed in such a fashion as to incorporate the recent trends developed in the industrial field. Psychological researches may guide the conducting of a programme. The main purpose of the training programme should be to enable the employee to pick-up the work as soon as he completes the training.

(ix) Training programme should be designed taking in view the interests of both employer and the employees. Their group interests should not be suffered.

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(x) It is not essential to follow a single method of training for all employees. The purpose of training is to develop the men and not the methods, therefore, more than one method maybe followed side by side for different groups.

(xi) The main purpose of the training programme should be to motivate the workers to learn something to improve is job performance and therefore, a reward must be to expected at the concussions of the learning process such as promotion or a better job. The above characteristics must be developed in designing a sound training programme

Training Methods

There are two broad types of training available: on-the-job and off-the-job techniques.

On-the-Job and Off –the-Job Training

The term **training** refers to the acquisition of knowledge, skills, and competencies as a result of the teaching of vocational or practical skills and knowledge that relate to specific useful competencies. It forms the core of apprenticeships and provides the backbone of content at technical colleges and polytechnics. In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize today[update] the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development

Some commentators use a similar term for workplace learning to improve performance: training and development One can generally categorize such training as on-the-job or off-the-job:

On- the –Job Training

On-the job training is an important way in which people acquire relevant knowledge and skills at work. Here it is important to make the distinction between training and learning – this is critical to the effective design and delivery of training in organizations. In our Training to learning Change Agenda, the terms were defined as follows:

- Training is an instructor-led, content based intervention, leading to desired changes in behaviour.
- Learning is a self-directed, work-based process, leading to increased adaptive potential - for fuller details see our Helping people learn web area.
- Go to our Helping People Learn web area
- Go to our Training to learning Change Agenda

NOTES

In a sense therefore, we are more interested in promoting on-the-job learning than on-the-job training. However, using the well-established term, on-the-job training (OJT) can be defined as an activity undertaken at the workplace which is designed to improve an individual's skills or knowledge. OJT is a well-established and well-used intervention designed to enhance individual skills and capabilities with the characteristics of:

- being delivered on a one-to-one basis and taking place at the trainee's place of work
- requiring time to take place, including potential periods when there is little or no useful output of products or services
- being specified, planned and structured activity.

OJT used to be colloquially called 'sitting next to Nellie' – learning through watching and observing someone with more experience performing a task.

On-the-job training generally takes place in the normal work station, the task very often contributing directly to the output of the department. The main advantages of on-the- job techniques are that they are highly practical, and employees do not lose working time while they are learning. Techniques include orientations

Job instruction training

Apprenticeships,

Internships and assistantships,

Job rotation and coaching.

The Advantages of using OJT

- Training can be delivered at the optimum time: for example immediately before a job is to be performed 'for real' in the workplace.
- The trainee will have opportunities to practice immediately.
- The trainee will have immediate feedback.
- Training is delivered by colleagues and can go someway to integrate the trainee into the team.

The Disadvantages of using OJT

- There is a tendency to fit OJT in when it is convenient for office routine rather than at the optimum time for learning.
- The training may be given piecemeal and not properly planned, and the trainee gains a fragmented picture of the organisation.
- Too much training can be delivered in one session leading to 'information overload' and trainee fatigue.

- The trainer may not have sufficient knowledge of the process or expertise in instructional techniques (a 'train the trainer' course may be appropriate).
- If immediate practice is not accompanied by feedback the trainee can feel abandoned after the initial experience.

The Elements of OJT

- **Preparation**: there is nothing worse than trying to demonstrate how to use equipment where the OJT trainer has forgotten the password that gives access to the computer programme or the key to the equipment cupboard. Good preparation is essential, and the best OJT trainers have useful examples or practice exercises ready in advance.
- **Start with the learner**: begin by assessing how much the learner knows already. The most straightforward questions will elicit the answers and save time. 'Have you used spreadsheets in previous jobs?' can save a lot of both persons' time when OJT training in MS-Excel.
- **Pick the best time**: it can be very frustrating to spend Monday afternoon having the procedure for completing time-sheets outlined to you when you will fill them in on Friday (by which time you will have forgotten).

(1) Job Instruction Training

Job Instruction Training (JIT) is a logical outgrowth of Job Hazard Analysis. It is a proven technique for teaching new skills and safe, healthful work habits faster and more effectively. All new employees and those transferred to new jobs should receive JIT.

Job Instruction Technique (JIT) uses a strategy with focus on knowledge (factual and procedural), skills and attitudes development. Procedure of Job Instruction Technique (JIT)

JIT consists of four steps:

Plan – This step includes a written breakdown of the work to be done because the trainer and the trainee must understand that documentation is must and important for the familiarity of work. A trainer who is aware of the work well is likely to do many things and in the process might miss few things. Therefore, a structured analysis and proper documentation ensures that all the points are covered in the training program. The second step is to find out what the trainee knows and what training should focus on.

Then, the next step is to create a comfortable atmosphere for the trainees' i.e. proper orientation program, availing the resources, familiarizing trainees with the training program, etc.

Present – In this step, trainer provides the synopsis of the job while presenting the participants the different aspects of the work. When the trainer finished, the

trainee demonstrates how to do the job and why is that done in that specific manner. Trainee actually demonstrates the procedure while emphasizing the key points and safety instructions.

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Trial – This step actually a kind of rehearsal step, in which trainee tries to perform the work and the trainer is able to provide instant feedback. In this step, the focus is on improving the method of instruction because a trainer considers that any error if occurring may be a function of training not the trainee. This step allows the trainee to see the after effects of using an incorrect method. The trainer then helps the trainee by questioning and guiding to identify the correct procedure.

Follow-up – In this step, the trainer checks the trainee's job frequently after the training program is over to prevent bad work habits from developing.

Mentoring

Mentoring is an ongoing relationship that is developed between a senior and junior employee. Mentoring provides guidance and clear understanding of how the organization goes to achieve its vision and mission to the junior employee.

The meetings are not as structured and regular than in coaching. Executive mentoring is generally done by someone inside the company. The executive can learn a lot from mentoring. By dealing with diverse mentee's, the executive is given the chance to grow professionally by developing management skills and learning how to work with people with diverse background, culture, and language and personality types.

Executives also have mentors. In cases where the executive is new to the organization, a senior executive could be assigned as a mentor to assist the new executive settled into his role. Mentoring is one of the important methods for preparing them to be future executives. This method allows the mentor to determine what is required to improve mentee's performance. Once the mentor identifies the problem, weakness, and the area that needs to be worked upon, the mentor can advise relevant training. The mentor can also provide opportunities to work on special processes and projects that require use of proficiency.

Some key Points on Mentoring

- Mentoring focus on attitude development
- Conducted for management-level employees
- Mentoring is done by someone inside the company
- It is one-to-one interaction
- It helps in identifying weaknesses and focus on the area that needs improvement

Job Rotation

For the executive, job rotation takes on different perspectives. The executive is usually not simply going to another department. In some vertically integrated

organizations, for example, where the supplier is actually part of same organization or subsidiary, job rotation might be to the supplier to see how the business operates from the supplier point of view. Learning how the organization is perceived from the outside broadens the executive's outlook on the process of the organization. Or the rotation might be to a foreign office to provide a global perspective.

For managers being developed for executive roles, rotation to different functions in the company is regular carried out. This approach allows the manger to operate in diverse roles and understand the different issues that crop up. If someone is to be a corporate leader, they must have this type of training.

A recent study indicated that the single most significant factor that leads to leader's achievement was the variety of experiences in different departments, business units, cities, and countries. An organized and helpful way to develop talent for the management or executive level of the organization is job rotation. It is the process of preparing employees at a lower level to replace someone at the next higher level. It is generally done for the designations that are crucial for the effective and efficient functioning of the organization.

Benefits of Job Rotation

Some of the major benefits of job rotation are:

- It provides the employees with opportunities to broaden the horizon of knowledge, skills, and abilities by working in different departments, business units, functions, and countries
- Identification of Knowledge, skills, and attitudes (KSAs) required
- It determines the areas where improvement is required
- Assessment of the employees who have the potential and caliber for filling the position

Coaching is one of the training methods, which is considered as a corrective method for inadequate performance. According to a survey conducted by International Coach Federation (ICF), more than 4,000 companies are using coach for their executives. These coaches are experts most of the time outside consultants.

A coach is the best training plan for the CEO's because It is one-to-one interaction

It can be done at the convenience of CEO

It can be done on phone, meetings, through e-mails, chat

It provides an opportunity to receive feedback from an expert

It helps in identifying weaknesses and focus on the area that needs improvement This method best suits for the people at the top because if we see on emotional front, when a person reaches the top, he gets lonely and it becomes difficult to find someone to talk to. It helps in finding out the executive's specific developmental needs. The needs can be identified through 60 degree performance reviews.

Procedure of the Coaching

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The procedure of the coaching is mutually determined by the executive and coach. The procedure is followed by successive counseling and meetings at the executive's convenience by the coach.

- Understand the participant's job, the knowledge, skills, and attitudes, and resources required to meet the desired expectation
- Meet the participant and mutually agree on the objective that has to be achieved
- Mutually arrive at a plan and schedule
- At the job, show the participant how to achieve the objectives, observe the performance and then provide feedback
- Repeat step 4 until performance improves

For the people at middle-level management, coaching is more likely done by the supervisor; however experts from outside the organization are at times used for up-and-coming managers. Again, the personalized approach assists the manger focus on definite needs and improvement.

Off-the-Job Training

Off-the-job training takes place away from normal work situations — implying that the employee does not count as a directly productive worker while such training takes place. Off-the-job training has the advantage that it allows people to get away from work and concentrate more thoroughly on the training itself. This type of training has proven more effective in inculcating concepts and ideas.

Off-the-job training is conducted away from the work situation and therefore is more often than not simulated and/or hypothetical. Techniques include lectures,

Special study

Films

Television

Conferences or discussions

Case studies

Role playing

Simulation

Programmed instruction and

Laboratory training

Off the Job

- Learn from specialists in that area of work who can provide more in depth study

- Can more easily deal with groups of workers at the sometime
- Employees respond better when taken away from pressures of working environment
- Workers may be able to obtain qualifications and certificates

Lectures

The lecture is a set of words spoken by the instructor. It is conducted in a verbal format offering a relatively passive and un stimulating experience for learners.

The lectures should:

1. Speak loudly and clearly enough to be heard. Amplification of the voice is done if there are a large number of listeners. A microphone is also used for this purpose.
2. A lecture should be centered around a single theme or thesis.
3. Develop inherent, exclusive topics of discussion.
4. Develop each area of discussion with a variety of evidence. This includes samples, statistics, and objects of display, illustrations, quotations, analysis and concrete examples.

Visual aids can be used effectively. There can be short breaks in the lecture. No law prohibits the lecturer from asking questions or pausing for discussion.

The learners can be supplied with a syllabus, a carefully structured notepad on which they can take notes. A lecture must involve participation among the listeners.

Advantages and disadvantages of lectures as quoted from Bonwell (1996) who cited Cashin (1985) as the original author.

Advantages of the Lecture

- Effective lecturers can communicate the intrinsic interest of a subject through their enthusiasm.
- Lectures can present material not otherwise available to students.
- Lectures can be specifically organized to meet the needs of particular audiences.
- Lectures can present large amounts of information.
- Lectures can be presented to large audiences.
- Lecturers can model how professionals work through disciplinary questions or problems.
- Lectures allow the instructor maximum control of the learning experience.
- Lectures present little risk for students.
- Lectures appeal to those who learn by listening.

Disadvantages of the Lecture

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- Lectures fail to provide instructors with feedback about the extent of student learning.
- In lectures students are often passive because there is no mechanism to ensure that they are intellectually engaged with the material.
- Students' attention wanes quickly after fifteen to twenty-five minutes.
- Information tends to be forgotten quickly when students are passive.
- Lectures presume that all students learn at the same pace and are at the same level of understanding.
- Lectures are not suited for teaching higher orders of thinking such as application, analysis, synthesis, or evaluation; for teaching motor skills, or for influencing attitudes or values.
- Lectures are not well suited for teaching complex, abstract material.
- Lectures requires effective speakers.
- Lectures emphasize learning by listening, which is a disadvantage for students who have other learning styles

Orations are for new employees. The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 percent of all employees who quit do so in the first ten days. Orientation training should emphasize the following topics:

- The company's history and mission.
- The key members in the organization.
- The key members in the department, and how the department helps fulfill the mission of the company.
- Personnel rules and regulations.

Some companies use verbal presentations while others have written presentations. Many small businesses convey these topics in one-on-one orientations. No matter what method is used, it is important that the newcomer understand his or her new place of employment.

Presentation

The presentation of extension talks and the skill teaching plans by the participants forms one of the important techniques adopted in all the courses. These presentations may either be an individual or a group activity. The extension talks delivered by the participants would invariably be supported by some kinds of visual aids which they would prepare by themselves in consultation with the faculty members. The participants are requested to present their talk plans and skill plans, after proper planning & practice/rehearsal.

Demonstration

The demonstration step gives trainees the opportunity to see and hear the details related to the skill being taught. Those details include the necessary background knowledge, the steps or procedure, the nomenclature, and the safety precautions. The repetition step helps the average and slow learners and gives the trainees an additional opportunity to see and hear the skill being taught. The performance step gives all trainees the opportunity to become proficient. In short, this method is recommended because it leaves nothing to chance.

This method is a visual display of how something works or how to do something. As an example, trainer shows the trainees how to perform or how to do the tasks of the job. In order to be more effective, demonstration method should be should be accompanied by the discussion or lecture method

To carry out an effective demonstration, a trainer first prepares the lesson plan by breaking the task to be performed into smaller modules, easily learned parts. Then, the trainer sequentially organizes those modules and prepares an explanation for why that part is required.

Good Demonstrators

- Analyze the process, breaking it into small sequential steps
- Have all their materials in place
- Check the operation of all equipment just before they start the demonstration
- Position, or scale, their models so all learners can see all the parts all the time
- Explain the goals of the demonstration at the beginning, hopefully in a two-way discussion with learners
- Present the operation one step at time, based on the task analysis completed earlier
- Allow the earliest possible try-out of the demonstrated skill
- Reinforce everything learners do correctly in their try-
- The difference between the lecture method and the demonstration method is the level of involvement of the trainee. In the lecture method, the more the trainee is involved, the more learning will occur.

The financial costs that occur in the demonstration method are as follows:

- Cost of training facility for the program
- Cost of materials that facilitate training
- Food, travel, lodging for the trainees and the trainers
- Compensation of time spent in training to trainers and trainees
- Cost related to creating content, material

- Cost related to the organization of the training
- After completing the demonstration the trainer provide feedback, both positive and or negative, give the trainee the opportunity to do the task and describe what he is doing and why.

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Advantages of Demonstrations

- People are likely to remember what they have learnt, because they are 'learning by doing'.
- People can test out new methods and products and ask questions there and then to get immediate answers.
- Demonstrations are convincing because they can take place in the real situation (e.g. the home or farm of community members).
- The local language can be used, and literacy is not required.
- Demonstrations are liked by people who are not comfortable in formal training institutions

Readings

Reading can efficiently expose learners to large quantities of content. Reading assignments should be accompanied with some feed back activities which measure and assist the retention of the content.

Another approach to the reading is accountability; the learners can be supplied with a syllabus, a carefully structured notepad on which they can take notes.

When Instructors use readings as a post-class exercise, such accountability may apper less necessary. That assumption needs to be sharply challenged.on of the advantage of reading is that can be kept to minimum.

Skits

Skit is a prepared enactment, with precise dialogue provided for the actors, who are usually students reading their roles from scripts.

Skits reflects differing points of view, with several: characters" facing a common crisis which they approach with dramatic differences due to their contrasting value system. Usually rehearsals are not necessary for skits.

Field Trips

Field Trips or tours may or may not be participative learning experiences. The trip motivates and instills the learning process. The team is given a questionnaire and asked to find the answers on the field trip. These field trips tend to be more interesting and informative than a classroom environment

Notes

Note taking by learners is somewhat controversial.

When notes are taken in a free from the students are in most total control of what gets transcribed to the paper.

NOTES

Panel Discussions

Panel Discussion

The Panelists must get adequate time to prepare by reading some specified material, analyze it and synthesize it into an effective presentation.

- Other students must be given time to ask questions.
- Delegate the role of moderator. Then brief the student moderator on: 1. the relationship of the subtopics 2. how to communicate that over-all design to the class3.how to keep the discussion moving4.how to provide a lively atmosphere without uncomfortable confrontation.
- Select as panelists those students who have shown unusual speed in acquiring and synthesizing information, make this an 'enrichment' and a positive reinforcement for good work in earlier parts of the program.
- Don't select donkeys, mules,or pairs of people who might reduce the discussion to a two-dimensional debate. What you seek is analysis of the several facets you have assigned to each panelist.

The criterion for selection is always the ability to present and interact in the

Structured Discussions

The structured discussion are conversations between trainees, aimed toward specific learning objectives. For structured discussion, this learning objective should be clearly announced in advance, or during the first moments of the discussion.

It is usually helpful to post a written statements of the objective where all can see it throughout the discussion. Structure can be further imposed by using such devices as a syllabus or a publicly posted a agenda. Such agendas may even include an estimate of the appropriate amount of time to devote to each subtopic.

A heavy instructor supplied agenda may be totally inconsistence with the climate needed for adult learning. The structured discussion is appropriate when there are predefined objectives and when the learners do not bring a negative view point to those objectives.

Panel Discussions by Participants

Tips for Panel Discussion

- Give the panelist adequate time to prepare, to specified material analyze it, and synthesis it into an effective presentation.
- Allow tine for other participants to ask questions

- Don't select donkeys, mules or pairs of people who might reduce the discussion to a two dimensional debate
- The criteria for selection is always the ability to present and interact side the class

Topical Discussions

This is also called "general discussions". the topical discussion instructor should:

- Announce the discussion far enough in advance to permit a bit of required readings, plus time to analyze and synthesis that new information.
- Announce precise time limits
- Announce one or more specific objectives
- To meet the objectives of analysis
- Tell the group to keep the discussion on track and to meet the objectives.

Question-Answer Panels

In this Q-A section, instructor s announce a topic an d a reading assignment, plus key requirement, a list of questions to be brought to the session itself. When the time for Q-A section arrives, the instructor calls on the learners for their questions.

Open Forum Discussions

Open forum discussion is useful when the learners can accept full responsibility for the content of the discussion, or when they need to ventilate their feelings and opinions. In the forum format, any member of the group may speak to any other member.

Cog Nets

Cognet is short for cognitive networks, and is appropriate for cognitive objectives

Interactive Demonstrations

Interactive demonstrations allow learner-watchers to do something instead of merely observe.

Job Instruction Training (JIT) is an example for this. Once the climate is set, the instructor tells and shows the first step of the task, as learners do that first step right along with the instructor. This permits cumulative repetition and the practice that makes perfect.

Behavior Modeling

The words of this method tell what sort of a model or ideal enactment of desired behavior lets learners discover what actions and standards are expected of them. Typical behaviors to model would be managerial skills, as making assignments, delegating, counseling, asserting, or disciplining.

Brainstorming

It is a sort of problem solving situation. It is used to teach learners to suspend judgment until a maximum number of ideas have been generated. It is also used to train people to listen positively to the ideas of others, refraining from negative comments.

Brainstorming requires people of a group to think of ideas and express them after suspending everything else for a while.

1. Generate, don't evaluate. The more ideas, the better.
2. The ideas that already have been put forward have to be amended. The amendment includes adding, deleting, consolidating, substituting elements or reversing.
3. There should be arrangement for debating or analyzing the idea by putting it for use. The total brainstorm includes generation, analysis and action planning. The best idea is selected as the best solution.

Case Studies

The use of fictional or real case studies can help bring an element of practical application to the training. However writing a case study is not always easy, and care needs to be taken. The best case studies involve issues that are arguable either way, and therefore the outcome may be open to real deliberation. Writing a good case study is difficult and time consuming – it requires detailed knowledge of the relevant issues.

When writing a case study, you need to keep in mind the following:

- The scenario should be familiar to the trainees – either from personal experience or from previous training sessions.
- The scenario needs to describe the various individuals and the various factual situations with sufficient detail. However all information included in the study must be directly relevant to the issues which are being discussed.

Real Case Studies

This can either be a situation which is familiar to the participants or one which is new to them. The participants should be provided with a summary of the key facts, excluding any details which are not relevant to the issues which are the focus of the discussion.

The facilitator may chose to provide the trainees with the outcome of the situation and ask for a critique of this, and suggestions of what should have happened. This will be appropriate where the situation, and the outcome, are well known. The facilitator may otherwise chose to not tell the trainees the outcome and get them to suggest what should have happened (procedural steps, solutions etc).

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Fictional Case Studies

Fictional case studies are useful tools to enable trainees to deal with highly sensitive national issues by altering the facts sufficiently to remove them from reality, whilst retaining the issues engaged by the national problem.

Either of the two methods used for real case studies is suitable for fictional studies. With some groups it can be a particularly useful exercise to require half the group to e.g. defend the alleged discriminatory behavior in the way in which national authorities, employers or other discriminators might seek to defend it.

In traditional case studies participants receive a printed description of a problem situation. The description contains sufficient detail so learners can recommend appropriate action. Control of the discussion comes through:

- The amount of detail provided
- Time limits, frequently rather stringent
- The way the task is postulated, often a description of the desired out put, such as a recommendation, a decision, or the out line of an action plan; and sometimes.
- A list of questions for the group to answer on their way to the final total product.

Action Mazes

An Action maze is really a case study which has been programmed. The participants usually receive a printed description of the case with enough detail to take them to the first decision point. The description

Incident Process

It is a specialized form of case study. It is used to analytical skills or techniques for special problem –solving tasks such as employee grievances.

Jigsaws

As name implies, jigsaws is; participants put pieces together to complete an integrated “picture”.

When instructors are teaching a prescription, there is only one way to assemble the pieces properly and the review makes that clear.

Jigsaws are useful in teaching synthesizing skill, problem solving skills or organizational skill.

In-Baskets

In baskets is a form of simulation which gets at the realities of a job through the paper symptoms of that job. In this learners get all the materials one might expect to find in an “IN” basket on a typical work –day. They must then process that paper work until all the items are in the OUT basket.

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Team Tasks

Team tasks for buzz groups results in some product, decision or recommendation to be shared with similar group in the class.

Team task may be time limited or open ended.

Buzz Groups

Buzz group means small teams of participants. Buzz groups used to permit the members to generate an agenda for extremely androgogic programs.

Syndicates

Cass studies may be assigned to small teams and these small groups report their findings or present their "product" in a report to other groups. Typical products for these groups are called Syndicate.

Agenda-Setting Buzz Groups

Agendas setting buzz groups constitute a special use of the "small group".

This buzz groups offer an excellent instrument for probing the feelings of learners about their achievement in reaching course objectives. In this the groups meet after the program is well under way to recommend courses of action for the remaining time together.

Role Plays

Role play can be defined as a technique in which people are presented wit a real or artificial environment and they are exposed with some find of case or situation and they need to exhibit the same in form of roles.

It is a spontaneous human interaction involving realistic human behavior under artificial or stimulated environment.It consists of interviews or series of interview in which the participants or the trainees are provided with a role brief and a s et of circumstances which they need to enact.

The trainee develops a strategy to how should he react or think in a particular situation and possible suggestive solutions for resolving the problem or analyzing the situation.He also learns and forecasts what the other party or as per the case may be what can be the other reaction.

This technique thus not only leads to self learning about expected job outcome or to create a fit in the job but also helps in understanding others perception about the task or issue.

Objectives of Role play as a training technique-

1) It helps in developing a better understanding of the job
2) It helps in understanding how to handle a particular situation.
3) It helps in developing better understanding of the issue an better decision making

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4) It helps in anticipating reaction of other party
5) It helps in developing communication, management development and leadership quality.
6) It helps in improvement of interpersonal relationship
7) It helps in providing an insight to understanding behavioral patterns of others

Salient Features of Role play as a training method for learning

a) Learning by doing- Since in this the participant plays role as per the given circumstances he learns practically and understands the demand or requirement of skill set to resolve or get the task done.
b) Learning through imitation – while playing the new or the expected role the participant gets the feelings about the other persona and tries his best to include and accrue all traits of the given role. Thus he gets an opportunity to understand, analyze and reflect the other person perception and behavior.
c) Learning through observation and feedback – This method helps in dual learning. The trainee not only learns and reinforces the concepts by self learning but also develops an understanding about a new role. This approach helps in building good decision making ability, management capacity and leadership overall.
d) Learning though analysis and conceptualization – The role played by the trainee helps in analyzing the various skills involve din he role right from domain, conceptual, design or human skills and thus helps in designing a broader understanding and clear outlook towards task.

Reasons and areas for selecting role play as training technique – The trainer or the facilitator should be very logical and clear about the purpose of using this as a training technique.The success of role play depends on the role brief, set circumstances and the utility expected from he technique.

The areas where the trainer and get the trainees benefited with this method includes –

- To practice behavior where new role needs to be assigned to individual or as on anticipated problem situation.
- To analyze the problem situation and develop approach and technique to resolve it
- To learn insight into motivation and roles of others
- To develop new skills and insight on resolving problems
- To develop a holistic understanding of the job for present as well as future

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Benefits or outcome of role play as a training technique

a) It helps in both cognitive and effective development of trainees and better learning by doing.
b) It permits practice by repetition and helps in better reinforcement
c) It also helps in improving human relation since it helps I developing empathy
d) It helps in making people sensitive towards others
e) It helps in better SWOT analysis of individuals and thus the feedback given helps in identifying and overcoming the deficiencies.
f) It enables the role player to control his behavior and enact as if he is enacting in a real life situation
g) It helps in bringing attitudinal changes in the employees as trainees
h) It is a more practical approach than other technique since in this the learning by doing and feedback that whether a behavior reflected is acceptable or requires change can be given.

Reverse Role Plays

Reverse role-plays are helpful methods for gaining understanding of another person's view point. It works equally well when the objective is to see how oneself is perceived by others. Reverse role-playing requires sensitive monitoring by the instructors.

Rotation Role Plays

Rotation in role plays is just slight variation on doubling.

In this the learners are in greater control of the content and process. The advantage of rotation is that the participative base can be spread throughout the class. Role playing also permits added dimensions to the analysis of the situation or to the motivation of the characters.

Simulation

Simulations somewhat like action mazes being role-played.

Simulation are training techniques that attempt to bring realistic decision making situations to the trainee. Likely problems and alternative solutions are presented for discussion. The adage there is no better trainer than experience is exemplified with this type of training. Experienced employees can describe real world experiences, and can help in and learn from developing the solutions to these simulations. This method is cost effective and is used in marketing and management training.

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Games

T & D specialties feel that the gamed simulations increase the energy and commitment of the participants. When people participate in games, may behaviors manifest themselves.

Some of these behaviors may be defined as contributive to or counterproductive to group goals. Thus games are sometimes used in organization development programs as both diagnostic and training tools.
Games can be used to develop specific skills also.

Clinics

Clinics, in learning designs, are session in which learners devote their angry to solving a given problem. Clinics thus use given problem. They are helpful in developing problem-solving, decision making or team membership skills.

Critical Incidents

Critical incident method also identifies and analysis actual participant experiences as a basis for better understanding real problems, or expanding insights by analyzing the critical incidents in the career of the participants.

The critical incident method varies slightly from the clinic or from just having participants write up their own case studies.

This method is used extensively in upper management or executive development programs**.**

Fishbowl

A useful way to study group processes is the fishbowl method. It is carried out with two teams. Team A is assigned a topic which is to say, for 30 minutes. The task is unstructured and the team can elect a leader or it can cover the topic in a free discussion. Team B seated around team A and observes the process. Its members are not free to interrupt the discussion, but when it is finished they are given about 15 minutes in which to criticize and comment on Team A's performance in process terms only. Team A does not have the right to reply or even to comment on any criticisms at this stage.

The roles of the two teams are then reversed, team B being given the topic to discuss and Team a taking up positions around team B as observers. After Team A has given its judgment, the two teams come together in a full group session and notes are exchanged on the processes which were observed in the two parts of the exercise.

Computer-Based Training

CBT- adds a valuable dimension in speeding up decision-making and also compressing the training time-scale. As the cost of computer hardware has gone up, micro-technology promotes its use in the training area. Time-sharing requires

a link-up of the terminal to a remote computer by telephone line. The micro-computer can be accommodated in a limited office space and the complete system is under the user's control. Computers are used for the teaching and training program

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T-Groups

The T-group provides participants with an opportunity to learn about themselves, their impact on others and how to function more effectively in group and interpersonal situations. It facilitates this learning by bringing together a small group of people for the express purpose of studying their own behavior when they interact within a small group.

In the beginning of a T-Group participants are usually focused on what they experience as a need for structure, individual emotional safety, predictability, and something to do in common. These needs are what amount to the tip of the iceberg in most groups in their back home situation. By not filling the group's time with answers to these needs, the T-Group eventually begins to notice what is under the tip of the iceberg. It is what is always there in any group but often unseen and not responsibly engaged. So, participants experience anxiety about authority and power, being include and accepted in the group, and intimacy.

The Role of the Trainers

- To help the group and individuals analyze and learn from what is happening in the group. The trainer may draw attention to events and behavior in the group and invite the group to look at its experience. At times the trainer may offer tentative interpretations.
- To offer theory, a model or research that seems related to what the group is looking at.
- To encourage the group to follow norms that tend to serve the learning process, e.g., focusing on "here & now" rather than the "then & there".
- To offer training and coaching in skills that tend to help the learning process,
- To not offer structure or an agenda. To remain silent, allowing the group to experience its anxiety about acceptance, influence, etc.
- To be willing to disclose oneself, to be open with the group. On occasion being willing to offer feedback and challenge a participant
- To avoid becoming too directive, clinical, or personally involved.

Objective of T-Group Training

- Increase your understanding of group development and dynamics.
- Gaining a better understanding of the underlying social processes at work within a group (looking under the tip of the iceberg)

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- Increase your skill in facilitating group effectiveness.
- Increase interpersonal skills
- Experiment with changes in your behavior
- Increase your awareness of your own feelings in the moment; and offer you the opportunity to accept responsibility for your feelings.
- Increase your understanding of the impact of your behavior on others.
- Increase your sensitivity to others' feelings.
- Increase your ability to give and receive feedback.
- Increase your ability to learn from your own and a group's experience.
- Increase your ability to manage and utilize conflict.

Transactional Analysis

TA is a theory of personality and a systematic psychotherapy for personal growth and personal change.

As a theory of personality, TA describes how people are structured psychologically. It uses what is perhaps its best known model, the ego-state (Parent-Adult-Child) model to do this. This same model helps understand how people function and express themselves in their behaviors.

As a theory of communication it extends to a method of analysing systems and organisations. It offers a theory for child development, where it ties in very neatly with the Freudian developmental stages -oral, anal, phallic.

It introduces the idea of a "Life (or Childhood) Script", that is, a story one perceives about ones own life, to answer questions such as"What matters", "How do I get along in life" and "What kind of person am I". This story, TA says, is often stuck to no matter the consequences, to "prove" one is right, even at the cost of pain, compulsion, self-defeating behaviour and other dysfunction. Thus TA offers a theory of a broad range of psychopathology.

In practical application, it can be used in the diagnosis and treatment of many types of psychological disorders, and provides a method of therapy for individuals, couples, families and groups. Outside the therapeutic field, it has been used in education, to help teachers remain in clear communication at an appropriate level, in counseling and consultancy, in management and communications training, and by other bodies.

Philosophy of TA

- People are OK; thus each person has validity, importance, equality of respect.
- Everyone (with only few exceptions) has full adult capability to think.

- People decide their story and destiny, and this is a decision that can be changed.
- Freedom from historical maladaptations embedded in the childhood script is required in order to become free of inappropriate, inauthentic and displaced emotion which are not a fair and honest reflection of here-and-now life (such as echoes of childhood suffering, pity-me and other mind games, compulsive behavior, and repetitive dysfunctional life patterns).
- The aims of change under TA are autonomy (freedom from childhood script), spontaneity, intimacy, problem solving as opposed to avoidance or passivity, cure as an ideal rather than merely 'making progress', learning new choices.

Key Points

- The structured discussion are conversations between trainees, aimed toward specific learning objectives.
- CBT- adds a valuable dimension in speeding up decision-making and also compressing the training time-scale.
- TA is a theory of personality and a systematic psychotherapy for personal growth and personal change

Self Assessment Questions

1. Explain training methodologies
2. Explain implementation of training programmes
3. Explain training methods
4. Differentiate on-the-job training and off-the-job training

UNIT - V

NOTES

LESSON 5.1 APPROACHES TO MANAGEMENT DEVELOPMENT

Structure

Learning Objectives

After reading this chapter you will be able to

- Explain Training and Development
- Explain Why employee training and development
- Explain Approaches to Management Development
- Describe Executive Development
- Describe Supervisory Development

Introduction

Management Development is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations.

In organizational development (OD), the effectiveness of management is recognized as one of the determinants of organizational success. Therefore, investment in **management development** can have a direct economic benefit to the organization.

Managers are exposed to learning opportunities whilst doing their jobs, if this informal learning is used as a formal process then it is regarded as management development.

What Management Development Includes:

- Structured informal learning: work-based methods aimed at structuring the informal learning which will always take place
- Formal training courses of various kinds: from very specific courses on technical aspects of jobs to courses on wider management skills

- Education: which might range from courses for (perhaps prospective) junior managers or team leaders
- Level 2 Team leading (ILM)
- NVQ Level 3
- Certificate in Management /Studies
- Diploma in Management /Studies
- MSc/MA in management or Master of Business Administration (MBA) degrees.

Training and Development

Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. Training is the subsystem that acquaints the people with the material and the technology. It also helps them learn how to use the material in an approved fashion that allows the organization to reach its desired output

Why employee Training and Development

- As part of professional development plan.
- As part of succession planning to help an employee be eligible for a planned change in role in the organization.
- To imbibe and inculcate a new technology in the system.
- Because of the dynamic nature of the business world and changing technologies.

HRD programs are divided into three main categories: Training, Development, and Education.

Training is the systematic development of the attitude, knowledge, skill pattern required by a person to perform a given task or job adequately. It improves human performance on the job the employee is presently doing or is being hired to do. Also, it is given when new technology in introduced into the workplace.

Training is activity leading to skilled behavior.

- It's not what you want in life, but it's knowing how to reach it
- It's not where you want to go, but it's knowing how to get there
- It's not how high you want to rise, but it's knowing how to take off
- It may not be quite the outcome you were aiming for, but it will be an outcome
- It's not what you dream of doing, but it's having the knowledge to do it
- It's not a set of goals, but it's more like a vision
- It's not the goal you set, but it's what you need to achieve it

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Development is 'the growth of the individual in terms of ability, understanding and awareness'. It enables workers to create better products, faster services, and more competitive organizations. It is learning for growth of the individual, but not related to a specific present or future job. Unlike training and education, which can be completely evaluated, development cannot always be fully evaluated. This does not mean that we should abandon development programs, as helping people to grow and develop is what keeps an organization in the cutting edge of competitive environments. Development involves changes in an organism that are systematic, organized, and successive and are thought to serve an adaptive function.

Within an organization all three are necessary in order to:

- Develop workers to undertake higher-grade tasks;
- Provide the conventional training of new and young workers (e.g. as apprentices, clerks, etc.);
- Raise efficiency and standards of performance;
- Meet legislative requirements (e.g. health and safety);
- Inform people (induction training, pre-retirement courses, etc.);

Development refers to those learning opportunities designed to help employees grow. Development is not primarily skills-oriented. Instead, it provides general knowledge and attitudes, which will be helpful to employees in higher positions. Efforts towards development often depend on personal drive and ambition. Development activities, such as those supplied by management developmental programmes are generally voluntary.

Approaches to Management Development

- Dysfunction analysis
- Mentoring
- Coaching
- Job rotation
- Professional development
- Business Workflow Analysis
- Upward feedback
- Executive education
- Supervisory training

Coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. There are many ways to coach, types of coaching and methods to coaching. Direction may include motivational speaking. Training may include seminars, workshops, and supervised practice

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Today, coaching is a recognized discipline used by many professionals engaged in people development. However, as a distinct profession it is relatively new and self-regulating. There are six self-appointed accreditation bodies for business and life coaching: the International Coaching Council (ICC), the International Coach Federation (ICF), the International Association of Coaching (IAC), the Certified Coaches Federation (CCF), the European Coaching Institute (ECI) and the International Guild of Coaches (IGC). No independent supervisory board evaluates these programs and they are all privately owned. These bodies all accredit various coaching schools as well as individual coaches, except the IAC and ECI which only accredits individuals.

Job rotation is an approach to management development where an individual is moved through a schedule of assignments designed to give him or her a breadth of exposure to the entire operation.

Job rotation is also practiced to allow qualified employees to gain more insights into the processes of a company, and to reduce boredom and increase job satisfaction through job variation.

The term job rotation can also mean the scheduled exchange of persons in offices, especially in public offices, prior to the end of incumbency or the legislative period. This has been practiced by the German green party for some time but has been discontinued.

At the senior management levels, job rotation - frequently referred to as management rotation, is tightly linked with succession planning - developing a pool of people capable of stepping into an existing job. Here the goal is to provide learning experiences which facilitate changes in thinking and perspective equivalent to the "horizon" of the level of the succession planning.

For lower management levels job rotation has normally one of two purposes: promotability or skill enhancement.

In many cases senior managers seem unwilling to risk instability in their units by moving qualified people from jobs where the lower level manager is being successful and reflecting positively on the actions of the senior manager.

Many military forces use the job rotation strategy to allow the soldiers to develop a wider range of experiences, and an exposure to the different jobs of an occupation.

Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating an evaluative stage There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.[

Approaches to Professional Development

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In a broad sense, professional development may include formal types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal, group or individualized. Individuals may pursue professional development independently, or programs may be offered by human resource departments. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are 'effectiveness skills', 'team functioning skills', and 'systems thinking skills'.

Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development include:. **Consultation** - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.

- **Coaching** - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action.
- **Communities of Practice** - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal
- **Lesson Study** - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice
- **Mentoring** - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation
- **Reflective Supervision** - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices
- **Technical Assistance** - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge

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Business Workflow Analysis (BWA), sometimes known as Business Management Systems, is a management tool that streamlines, automates and improves the efficiency of business procedures.

As part of the move towards the paperless office, BWA is a method allowing businesses to better comprehend their current needs and to establish future goals. The long-term objectives of BWA are those of reducing transaction costs and managing performance. BWA generally necessitates the participation of:

- Employees whose everyday role includes the processing, handling and sharing of documents
- Experts with a vision of how the work should be done
- IT staff with an understanding about how the vision could be translated into a realistic solution
- A 'facilitator' whose role it is to manage the project and keep to specified limits in time and expenditure

Examples of BWA are actions such as routing documents to different locations, securing approvals, scheduling and generating reports.

Executive Education is the term used for programs at graduate-level business schools that aim to give classes for Chief Executives and other top managers or entrepreneurs. These programs do not usually end in a degree, although there is an ever-growing number of Executive MBA programs that are very similar and offer a Masters of Business Administration upon completion of the coursework. Executive education programs are seen as a boon to both the school (as it usually comes with a hefty price tag in the form of tuition and fees) and the younger, traditional Masters of Business Administration students. The alumni network of the business school is bolstered by the ranks of these high executives, who can help the younger MBAs with finding jobs.

Estimates by Business Week magazine suggest that executive education in the United States is approximately an $800 million per year business, roughly 80% of which is provided by universities (mostly business schools). The fastest growing segment of the market is so-called "customized" programs, which are tailored for and offered to executives of a single company (as opposed to "open enrollment" programs). executive education programs are in a way the descendants of the MBA, which was developed in the U.S. in the early 20th century as a way to strengthen the management skills of senior executives. The concept spread rapidly and globally, and companies soon recognized the advantages of educating their workforce. Their desire to do so without losing an employee to a classroom for two years gave birth to a variety of more flexible programs, from part-time studies to online degrees.

Executive education developed in the 1980s and 1990s, as the increasing pace and scope of global business demanded higher levels of education among employees. The dot-com boom further changed the scope of the U.S. business

landscape by favoring employees and organizations who were quick to adapt and capable of change. As longstanding business concepts became obsolete, continual training was necessary—but earning a degree was not.

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Today, the participation of the most prestigious universities around the world has lent credibility to executive education, unlike other non-degree/certificate programs that may or may not be recognized as valuable. The dot-com influence may be diminished, but the emphasis on learning new concepts throughout one's career has continued, and made executive education extremely popular in the U.S. (Duke University, for example, reports 25% annual growth for its Corporate Education programs.

Executive Development

Executive development is the whole of activities aimed at developing the skills and competencies of those that have executive positions in organizations. While "executive" and "manager" and "leader" are often used interchangeably, "executive" is commonly used to signify the top 5% to 10% of the organization. Similarly, "development" and "training" and "education" are often used as synonyms, however "development" is generally seen as the more encompassing of the three in terms of activities that build skills and competencies.

While it is typical to find organizations that have dedicated corporate training & development people and processes, it is not always the case that an organization will have a dedicated executive development set of activities.

In some organizations, there is a separate executive development team, in other organizations executive development is handled as one of many activities by the larger corporate training group, and in yet other scenarios there is no executive development activity to speak of.

While executive development continues to become enriched by many approaches, one approach, adult development and its subfield Positive Adult Development is beginning to create opportunities for what has been essentially reserved for academic research to become an increasing part of executive practices.

Supervisory Development

Supervisors are considered to be managers, but they actually have one foot on the management side, and another foot on the rank-and-file workers' side. They occupy a unique niche because they link management and the workers in one cohesive unit.

Supervisors occupy the lowest management strata. They have direct and regular contact with the employees, and impose authority on them directly: they issue orders and instructions, and discipline employees in conformance with policies, rules, and regulations formulated by the upper levels of management.

At the same time, they must gain their subordinates' loyalty and acceptance and protect their interests. Organizationally, supervisors influence the productivity

of the employees under their supervision. so the supervisor can make a significant influence on country's gross domestic product.

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Supervisors have two distinct characteristics that distinguish them from other managers:

1. Three out of four achieved their position by promotion from the lower rank of workers rather than by virtue of college education or high-level, specialized, or professional occupations, like most other managers.
2. Supervisors work with and through non-management employees (or through other lower-level supervisors who work directly with the non-management employees) to meet organizational objectives.

Although the nature of the supervisor's role has been stable for some time, there have been many changes in the range and versatility of supervisory competencies**.** Their technical knowledge skills have expanded, as have their skills in counseling, team building, conflict resolution, information handling, and diversity accommodation.

A contemporary supervisor development program must:

- Be based on a well prepared organization strategic plan
- Be the basis for building specific competencies
- Have contents based on clearly defined competencies
- Be flexible to incorporate pre tested new development method that are suitable and effective
- Consistent implementation of programs
- Screen out subject matter that do not clearly meet a competency need
- Have realistic and attainable standards of improvement
- Program effectiveness are regularly measured and evaluated.

Key Points

- **Management Development** is best described as the process from which managers learn and improve their skills not only to benefit themselves but also their employing organizations
- **Development** is 'the growth of the individual in terms of ability, understanding and awareness
- **Job rotation** is an approach to management development where an individual is moved through a schedule of assignments designed to give him or her a breadth of exposure to the entire operation.
- **Professional development** refers to skills and knowledge attained for both personal development and career advancement
- **Executive development** is the whole of activities aimed at developing the skills and competencies of those that (will) have executive positions in organisations

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LESSON 5.2 CAREER PLANNING AND DEVELOPMENT

Learning Objectives

After reading this chapter you will be able to

- Explain classification of career
- Explain different steps in career planning
- Explain the stages of career planning

Introduction

The term 'career in career development refers to the matters connected to all aspects of life viz. personal, familial and social. Career means the life of a person taken as a whole with emphasis on the range of her/his social influence and the attitude of other persons towards him/her. Thus career refers to life style or the total life pattern of a person.

Development is the modification of behavior as a result of growth and learning. Development is always a progressive change.

Thus career development means the overall development in the life style of a person. IT involves the persons experience that contribute to the formation of his/her identity which includes life experience, education, career choice, on job training experience, level of professional achievement an d degree of satisfaction

Career planning and development is required and hence has to be designed to fulfill the following basic objectives:

a) To secure the right person at the right time, in the right place. It assures the adequate availability of qualified personnel in the organization for future openings. This has two facets:
   - Positively, to make succession-planning timely and smooth;
   - Negatively, to avoid a "square peg-in-a round-hole" in the organization.

b) To ensure that the road to the top is open for all.

c) To facilitate effective development of available talent.

d) To impart to the employee maximum satisfaction, consistent with their qualifications, experience, competence, performance as well as individualistic needs and expectations, leading to a harmonious balance between personal and organizational objectives. Individuals who see that their personal development needs are met tend to be more satisfied with their jobs and the organization.

e) To strengthen the organization's manpower retention programmes based on adequacy of career compensation, motivation management. It seeks to improve the organization's ability to attract and retain high talent personnel, since outstanding employees always are scarce and they usually find considerable degree of competition to secure their services. Such people may give preference to employers who demonstrate a concern for their employees' future. Proper career planning and development would insure against any possible dislocation, discontinuity and turnover of manpower.

To fulfill such a broad agenda of objectives, the organization must analyze the strength and weaknesses of the existing infrastructure, its internal support system, the typical career patterns that require to be molded according to particular needs, the elements that go into evolving and installing an effective career development progranime etc.

Classification of Career

Career can be of three sub-types:

1) Monolithic career is identified with pursuance of career in one institution or departmental jurisdiction.
2) Cadre-career is one where a cluster or conglomeration of posts are arranged vertically i.e. hierarchically from lower to higher with different levels of responsibilities. Here, any member belonging to that cadre, can be deployed to any of the posts, within the cadre-jurisdiction, commensurate with the seniority, pay, experience, qualification etc.
3) Inter governmental careers are identified with more than a single governmental jurisdiction. An example of this is All India Services, where members belonging to this service move from Centre to the States to occupy administrative positions.

In America also, a good example of this kind of career pattern has been discernibly characterized by movement among the three levels of public development federal state and local.This type of career pattern in a sense indicates the end of monolithic career identified with one institution or government.

There can also be two other concepts of career, namely, closed career and open career, depending on the limitations on entrance or the norm of recruitment.

This closed career system can be described as 'Monasteric' system, which means that once, at an young age, usually pre-determined, one enters the 'Monastery' or a specific cadre order, one has to spend an entire life time in that jurisdiction with no chance of coming out of it.

The open-type career system, permits entrance at any or all grade-levels, though this multi-level induction would be governed by certain qualification requirements and competitive eligibility conditions prescribed for such grades or groups of categories of posts. Those already in that service, on fulfillment of

stipulated eligibility conditions, can apply for such recruitment. An important feature of the open career system is that there is positive encouragement for inducting of new talent at middle and upper levels.

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Steps for Career Planning and Development

The career, planning and development process is a continuous endeavor. If 'career' means a continuous and long stretch of professional work-life covering a series of jobs or positions of higher responsibility 'commensurate with time and experience, then there should be some planning, imparting management programmes for the incumbents whether they are operated through 'cadre' system or 'position-classification'. This begins with the placement of person through recruitment and goes on to ensure their growth potentiality through training, promotions, and adaptation of proper retention system.

Recruitment

Recruitment to positions in government is done from the open market to fill in the jobs in the organization. It is undertaken, after doing a good preparatory assessment of current needs and anticipated manpower requirements on the basis of an analysis of estimated growth of the organization, its diversification of functions and necessary skills required. This means there is an attempt at perfect matching of people and job.

An important first step in this procedure is to prepare, an inventory of positions giving information about the duties, responsibilities and functions of each job, together with the requisite academic qualifications, training and skills, and personality traits essential for performing these duties and discharging the responsibilities. For building up this inventory, information has to be collected on the number of jobs and positions broken down into occupational groups and sub-groups at each level of career fields, the number of vacancies likely to occur due to normal turn-over, retirement etc. and the additional needs, or cadre expansions on account of implementation of developmental or new programmes. On the personnel side, for a proper development of career, it is simultaneously necessary to take stock of currently available manpower resources, compilation of requisite bio-data of existing incumbents, covering the levels of their knowledge, academic qualifications and training. This should also indicate a chronological record of different assignments held, skill drills gone through levels and kinds of exposure and quality of performance.

Such informative data-details, together with an estimate for future manpower requirements (planned on the basis of available forecasting techniques) provide a sound base for planning, developing and managing the cadres of personnel in the organization, including recruitment and selection of eligible and qualified personnel at various levels of hierarchy, at different points of time. If recruitment from open market is to be designed, any such policy should be based on the organization's philosophy or ideological concern. The organization, has to decide whether

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problems of tomorrow can be solved by existing people with some appropriate training or re-training, whether there should be 'lateral entry' in each grade, what should be the correct age distribution of recruits etc., once the answers to these are determined, the organization can proceed further. At the same time, it is apparent that whatever option is exercised, the career development framework for all the people in the organization is bound to be different. For obviously, career graph for a young recruit with 35 years to go will be differently drawn from the one for an older lateral recruit with only 10 years to go.

The policy of the management about an optimum mix of newcomers in the organizations and the old employees who have earned their way up, will determine what kind of career opportunities are to be made available to these two categories of personnel. In both the cases, the aspects that need to be kept in view in planning their **careers** are variety of exposure that need to **be** given to them in the corporate interest, time span, hierarchy of grades to be built into the system, structure, policies of organization and last but not the least the nature of management.

Promotions

'Promotion' basically must be related to the 'tomorrow's' of the organization. It is important to note that current competence of individuals cannot alone be the basis for elevation but certain relevant traits are required like growth-potentiality, capacity to take on higher responsibilities, risk-bearing dynamism, a vision and a perception for total organizational progress. Indeed, if rewards are not commensurate with demonstrated accomplishments, the organization is bound to suffer. Career planning, must include not only the very best and brilliant achievers in the organization, but also those who are senior, averagely competent and adequate and who have rendered long service by growing with the organization.

The whole system of promotion, owes its rationale to two important factors:

- Personnel factors connected with the reward for longevity. loyalty and good work; motivation for better performance, urge for recognition; search for job satisfaction and goal of self actualization or fulfillment.
- Organizational factors connected with accomplishment of its objectives through obtaining of right persons at the right time within its own jurisdiction, generation and availability of such requisite skills and specialized knowledge specific' to the relevant tasks and programmes.

Retention

Apart from the promotion system, the employees' retention programmes policy must cover all other compensation packages, including salary, bonus, wages etc., which are financial in nature. Non-financial compensation covers the satisfaction that a person receives by performing meaningful job tasks or from the physical and psychological environments in which the job is performed..

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Developmental policy coupled with succession planning, particularly at the middle and top levels, which are critical ingredients of career development help in boosting the morale of personnel and strengthen the organization organizational growth and progress. The motivation management operating through fringe benefits, satisfiers, motivators and so on, is crucial in career planning and development.

Career Stages

Individuals have different career development needs at different stages in their careers. When an organisation recruits an employee in any of the grades of its cadre for a fairly long tenure, the employer must not only take interest in but also take constructive charge of the employee's career from then on. On entry, the employee is in a kind of 'budding' stage which really is the formative phase of his or her career.

This stage is that of establishing identity. The organization's responsibility at this stage is to ensure that the employee's concerns are taken care of, he/she is helped to settle down and establish himself/herself. As you have read in unit 11 of this block at this stage, not only induction-training in the form of organizational work familiarization programmes, but also technical or professional training or on-the-job training at the institutions are imparted to the employees. But at times, generalized foundational programmes are also developed, for example, like for civil servants so as to give them an 'input' (primarily academic) in economics, history, culture, social policy, constitution, issues of public administration etc.

This sort of training also serves an important purpose of bringing together civil servants of different cadres for cross culturisation among themselves who would be meeting as colleagues while working in different areas in future.

The next phase is the establishment and developmental stage (also known as 'blooming' stage). This involves growing and getting established in a career: During this early career period, the executive would be in the junior administrative grade or selection grade. This is the period when the organization must not only orient the employees in a manner that will create maximum learning opportunities and favorable attitude towards the organization. It should also be ensured that the assignments assigned to them are optimally challenging by giving them a genuine test of their abilities and skills.

In this stage, it is necessary to develop strategies for motivating a plateaued employee so that he/she continues to be productive. Another way could be to ensure an adequate transition from technical work to management work with suitable training and developmental opportunities, particularly for those who have management talent and want to occupy a managerial position. The programme that usually is organized at this level is what has come to be known as Management Development about which you have read in unit 11 (if the seniority range of the participants is slightly lower, then it is referred to as Management Orientation). Some area-specialization input is also to be imparted so as to enable them to

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update their specialist skills. In other words, the developmental strategy is a Mend of specialist-professional exposure combining certain aspects of theory and practice.

The executives/managers from this point. reach the higher career stages which would be stable or 'mature' (also known as 'full bloom' stage). People here would be in the super time scale, occupying senior management positions, involving high level policy and programming assignments. The organisation must at this stage help people to flourish, to the maximum extent possible by giving them wider range of responsibilities for performance and broader opportunities for adjusting to their changing role as their career shifts from the more specialized to generalized advisory role. In this top level stage of policy-planning- advisory area. the organization must to it that their career interests are catered for and self actualization facilities arc provided, which enables the employees to devote their full time, attention, energy to the organization. Developmental strategies in this 'part of career, must then be oriented towards policy making, programme planning and review and problem solving. The focus should he on advanced study and education for professionalized efficiency, total preparation for leadership, a kind of spiritual attitude reflected in a spirit of dedication to public service, and an urge to work for a cause higher than oneself etc.

LESSON 5.3 EMPLOYEE COUNSELLING

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Learning Objectives

After reading this chapter you will be able to

- Explain the aims of counseling
- Describe the ingredients of counseling
- Explain the need of counseling at workplace
- Explain the guidelines for effective counseling

Introduction

The latest trend catching up in the corporate HR across the world is 'Employee Counseling at Workplace'. In the world of ever increasing complexity and the stress in the lives, especially the workplaces of the employees, employee counseling has emerged as the latest HR tool to attract and retain its best employees and also to increase the quality of the workforce.

What is Employee Counseling?

Employee counseling can be explained as providing help and support to the employees to face and sail through the difficult times in life. At many points of time in life or career people come across some problems either in their work or personal life when it starts influencing and affecting their performance and, increasing the stress levels of the individual. Counseling is guiding, consoling, advising and sharing and helping to resolve their problems whenever the need arises. Technically, Psychological Counseling, a form of counseling is used by the experts to analyze the work related performance and behavior of the employees to help them cope with it, resolve the conflicts and tribulations and re-enforce the desired results.

The Aims of Counseling

1. Understanding self
2. Making impersonal decisions
3. Setting achievable goals which enhance growth
4. Planning in the present to bring about desired future
5. Effective solutions to personal and interpersonal problems.
6. Coping with difficult situations
7. Controlling self defeating emotions
8. Acquiring effective transaction skills.

9. Acquiring 'positive self-regard' and a sense of optimism about one's own ability to satisfy one's basic needs.

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Ingredients of Counseling

Counseling of staff is becoming an essential function of the managers. The organization can either take the help of experienced employees or expert, professional counselor to take up the counseling activities. Increasing complexities in the lives of the employees need to address various aspects like:

Performance Counseling

Ideally, the need for employee counseling arises when the employee shows signs of declining performance, being stressed in office-hours, bad decision-making etc. In such situations, counseling is one of the best ways to deal with them. It should cover all the aspects related to the employee performance like the targets, employee's responsibilities, problems faced, employee aspirations, inter-personal relationships at the workplace, et al.

Personal and Family Wellbeing

Families and friends are an important and inseparable part of the employee's life. Many a times, employees carry the baggage of personal problems to their workplaces, which in turn affects their performance adversely.

Therefore, the counselor needs to strike a comfort level with the employees and, counseling sessions involving their families can help to resolve their problems and getting them back to work- all fresh and enthusiastic.

Other Problems

Other problems can range from work-life balance to health problems. Counseling helps to identify the problem and help him / her to deal with the situation in a better way.

Need of Counseling at Workplace

Apart from their personal problems, there are various reasons which can create stress for the employees at the workplace like unrealistic targets or work-load, constant pressure to meet the deadlines, career problems, responsibility and accountability, conflicts or bad inter-personal relations with superiors and subordinates, problems in adjusting to the organizational culture. Counseling helps the employee to share and look at his problems from a new perspective, help himself and to face and deal with the problems in a better way. Counseling at workplace is a way of the organization to care about its employees.

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Counseling Approaches

There are two types of approaches

Directive counseling

Non directive counseling

Directive counseling

In a directive counseling session, the manager takes the lead and does most of the talking. These meetings are relatively brief covering only enough time to fully cover the counseling plan. The manager opens the session with a definition of the problem which initiated the need for the counseling. Generally, this approach is used for conduct situations where the violation is straight forward and the expectations are clear.

When using the directive approach, a follow-up meeting is not necessary unless the conduct has not improved and change has not occurred. A follow-up meeting is usually needed for performance counseling. Performance counseling is handled through a more non-directive approach, since the total involvement of the employee is necessary in achieving change in performance-related issues.

Non Directive Counseling

This approach differs considerably from the directive approach. The manager is still in control, but the employee is responsible for much of the discussion. In this approach, the manager must use advanced counseling techniques to keep the employee talking about the problem, its causes, and possible solutions. This approach is normally used for performance related counseling where the employee is failing, or nearly failing, one or more critical elements of the position.

When planning to conduct a non-directive counseling session, allow two hours for the meeting. While most meetings using this approach last less than two hours, you should allow that much time to provide an adequate opportunity to develop proposed solutions for the problem. These meetings are time consuming, but essential when attempting to improve employee performance.

Counseling Guidelines

Employee Counseling is defined as a discussion between the supervisor and the employee about the real or perceived performance deficiency or job-related behavior, the employee's perception of the identified behavior, the supervisor's involvement in helping the employee correct these behaviors, and the employee's attempt to reduce or eliminate the misconduct or incompetence.

Guidelines for Effective Counseling

- First, and most importantly, PLAN the employee counseling session ahead of time and give the employee some advance notice. Schedule the counseling

session when you and the employee will have time to discuss the issues. When you are prepared, the employee will recognize that you have invested time and effort in this important matter.

- Conduct the counseling session in privacy. Don't allow outside interruptions.
- Focus your attention on the employee's behaviors and performance indicators that led to this counseling session. Discuss only these behaviors and indicators and not the employee's character, morality, or personality.
- Be direct and honest. After welcoming the employee, go directly to the reason for your meeting.
- Remain objective without showing emotion. Even though some employees may be hostile, remain calm, speaking in a measured voice.
- Keep an open mind. Look for a solution or set of solutions.
- Allow the employee an opportunity to talk. You must be a good listener.
- Never characterize the counseling session as "discipline."
- Do not speak in a punitive or derogatory manner to the employee.
- Be sure to thank the employee for meeting with you and make it clear you are available for further discussion or help.

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Basic Requisites of Employee Counseling

- Employee Counseling needs to be tackled carefully, both on the part of the organization and the counselor. The counseling can turn into a sensitive series of events for the employee and the organization; therefore, the counselor should be either a professional or an experienced, mature employee.
- The counselor should be flexible in his approach and a patient listener. He should have the warmth required to win the trust of the employee so that he can share his thoughts and problems with him without any inhibitions.
- Active and effective listening is one of the most important aspects of the employee counseling.
- Time should not be a constraint in the process.
- The counselor should be able to identify the problem and offer concrete advice.
- The counselor should be able to help the employee to boost the morale and spirit of the employee, create a positive outlook and help him take decisions to deal with the problem.

Benefits of Counseling

- Helping the individual to understand and help himself
- Understand the situations and look at them with a new perspective and positive outlook

- Helping in better decision making
- Alternate solutions to problems
- Coping with the situation and the stress

Key Points

- Employee counseling can be explained as providing help and support to the employees to face and sail through the difficult times in life.
- There are two types of counseling approaches
  - o Directive counseling
  - o Non directive counseling

LESSON 5.4 JOB EVALUATION

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Learning Objectives

After reading this chapter you will be able to

- Explain the principles of job evaluation
- Explain job evaluation methods

Introduction

Job evaluation is a technique, designed to enable trained and experienced staff to judge the size of one job relative to others..

Job evaluation is the process of systematically determining a relative value of jobs in an organization.

What a job Evaluation is not

A way to give an employee a raise

A way to reward superior performance

A way to adjust salaries upward to meet salary rates paid in the market for certain positions

A way to "test the waters"

Definitions of Job Evaluation

"Job evaluation may be defined simply as an attempt to determine and compare the demands which the normal performance of particular job makes on normal workers without taking into account the individual abilities or performance of the workers concerned"

International Labour Organization

"Job evaluation is a systematic and orderly process of determining the worth of a job in relation to other jobs"

— Edwin B Flippo

Principles of Job Evaluation

- All jobs in an organization will be evaluated using an agreed job evaluation scheme.
- Job evaluators will need to gain a thorough understanding of the job
- Job evaluation is concerned with jobs, not people.
- Job evaluation is based on judgment and is not scientific.
- It is possible to make a judgment about a job's contribution relative to other jobs in an organization.

- The real test of the evaluation results is their acceptability to all participants.
- Job evaluation can aid organizational problem solving as it highlights duplication of tasks and gaps between jobs and functions.

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Methods of Job Evaluation

Job evaluation methods can be divide into two categories ; Non quantitative Method and Quantitative methods.

Non Quantitative Method

1. Ranking Method
2. Job classification Method

Quantitative methods

3. Point system
4. Factor Comparison Method

(1)Ranking Method

The simplest method of job evaluation is the ranking method. In this method, jobs are arranged from highest to lowest, in order of their value or merit to the organization. Jobs also can be arranged according to the relative difficulty in performing them.

Jobs are usually ranked in each department and then the department rankings are combined to develop an organizational ranking. The following table is a illustration of ranking of jobs.

Rank	Monthly salaries
Accountant	-------------
Accounts clerk	-------------
Purchase assistant	--------------
Machine-operator	--------------
Typist	--------------
Office boy	--------------

The variation in payment of salaries depends on the variation of the nature of the job performed by the employees. The ranking method is simple to understand and practice and it is best suited for a small organization.

Advantages

- Simple.
- Very effective when there are relatively few jobs to be evaluated

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Disadvantages

- Difficult to administer as the number of jobs increases.
- Rank judgments are subjective.

(2) Job classification Method

In this method, a predetermined number of job groups or job classes are established and jobs are assigned to these classifications. This method places groups of jobs into job classes or job grades. Classes may include office, clerical, managerial, personnel, etc.

E.g.

(a) Class I - Executives: Further classification under this category may be Office manager, Deputy office manager, Office superintendent, Departmental supervisor, etc.

(b) Class II - Skilled workers: Under this category may come the Purchasing assistant, Cashier, Receipts clerk, etc.

(c) Class III - Semiskilled workers: Under this category may come Steno typists, Machine-operators, Switchboard operators, etc.

(d) Class IV - Semiskilled workers: This category comprises File clerks, Office boys, etc.

Advantages

- Simple.
- The grade/category structure exists independent of the jobs. so new jobs can be easily classified.

Disadvantages

- Classification judgments are subjective.
- There is a chance of bias, so it would affect certain groups of employees (females or minorities).

(3) Factor Comparison Method

Under this method, each job is ranked according to a series of factors. These factors include mental effort, physical effort, skill needed, supervisory responsibility, working conditions and other relevant factors. Pay will be assigned in this method by comparing the weights of the factors required for each job, i.e., the present wages paid for key jobs may be divided among the factors weighed by importance (the most important factor, for instance, mental effort, receives the highest weight). In other words, wages are assigned to the job in comparison to its ranking on each job factor.

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The steps involved in factor comparison method

- Select particular jobs, The selected jobs must represent as many departments as possible.
- Find the factors in terms of which the jobs are evaluated (such as skill, mental effort, responsibility, physical effort, working conditions, etc.).
- Rank the selected jobs under each factor independently.
- Assign money value to each factor and determine the wage rates for each job
- The wage rate for a job is apportioned along the identified factors.
- All other jobs are compared with the list of jobs and wage rates are determined.

Advantages

- Analytical and objective.
- Reliable and valid
- Money values are assigned in a fair way based on an agreed rank order fixed by the job evaluation committee.
- Flexible

Disadvantages

- Difficult to understand.
- Its use of the same criteria to assess all jobs is questionable as jobs differ across and within organizations.
- Time consuming
- Costly

(4) Point Method

This method is widely used. Here, jobs are expressed in terms of key factors. Points are assigned to each factor after prioritizing each factor in the order of importance. The points are summed up to determine the wage rate for the job. Jobs with similar point totals are placed in similar pay grades.

The procedure involved may be explained thus:

(a) Select key jobs. Identify the factors common to all the identified jobs such as skill, effort, responsibility, etc.

(b) Divide each major factor into a number of sub factors..

The most frequent factors employed in point systems are

1. Skill (key factor): Education and training required, Breadth/depth of experience required, Social skills required, Problem-solving skills,

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Degree of discretion/use of judgment, Creative thinking;

2. Responsibility/Accountability: Breadth of responsibility, Specialized responsibility, Complexity of the work, Degree of freedom to act, Number and nature of subordinate staff, Extent of accountability for equipment/plant, Extent of accountability for product/ materials
3. Effort: Mental demands of a job, Physical demands of a job, Degree of potential stress.

The educational requirements under the skill may be expressed thus in the order of importance.

Degree Define

1. Able to carry out simple calculations; High School educated
2. Does all the clerical operations; computer literate; graduate
3. Handles mail, develops contacts, takes initiative and does work independently; post graduate

Assign point values to degrees after fixing a relative value for each key factor.

	Point values for Degrees					Total
Factor	1	2	3	4	5	
Skill	10	20	30	40	50	150
Physical effort	8	16	24	32	40	120
Mental effort	5	10	15	20	25	75
Responsibility	7	14	21	28	35	105
Working conditions	6	12	18	24	30	90

Maximum total points of all factors depending on their importance to job =540 (Bank Officer)

4. Find the maximum number of points assigned to each job (after adding up the point values of all sub-factors of such a job). This would help in finding the relative worth of a job. For instance, the maximum points assigned to an officer's job in a bank come to 540. The manager's job, after adding up key factors + sub factors' points, may be getting a point value of, say 650 from the job evaluation committee. This job is now priced at a higher level.
5. Once the worth of a job in terms of total points is expressed, the points are converted into money values keeping in view the hourly/daily wage rates. A wage survey, usually, is undertaken to collect wage rates of certain key jobs in the organization. Let's explain this:

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Conversion of Job Grade Points into Money Value

Point range	Daily wage rate	(₹)	Job grades of key bank officials
500-600	300-400	1	Officer
600-700	400-500	2	Accountant
700-800	500-600	3	Manager I Scale
800-900	600-700	4	Manager II Scale
900-1,000	700-800	5	Manager III Scale

Merits and Demerits

The point method is a superior and widely used method of evaluating jobs. It forces raters to look into all keys factors and sub-factors of a job. Point values are assigned to all factors in a systematic way, eliminating bias at every stage.

It is reliable because raters using similar criteria would get more or less similar answers. It accounts for differences in wage rates for various jobs on the strength of job factors. Jobs may change over time, but the rating scales established under the point method remain unaffected.

On the negative side, the point method is complex. Preparing a manual for various jobs, fixing values for key and sub-factors, establishing wage rates for different grades, etc., is a time consuming process.

According to Decenzo and Robbins, "the key criteria must be carefully and clearly identified, degrees of factors have to be agreed upon in terms that mean the same to all rates, the weight of each criterion has to be established and point values must be assigned to degrees". This may be too taxing, especially while evaluating managerial jobs where the nature of work (varied, complex, novel) is such that it cannot be expressed in quantifiable numbers.

Key Points

- Job evaluation is a practical technique, designed to enable trained and experienced staff to judge the size of one job relative to others.
- Job evaluation is the process of systematically determining a relative value of jobs in an organization
- Job evaluation methods can be divided into two categories-Quantitative methods and Qualitative methods
- Qualitative methods includes Ranking method and job grading method
- Quantitative methods include point system and factor comparison method.
- In ranking methods jobs are arranged from highest to lowest, in order of their value or merit to the organization
- In classification method, the predetermined number of job groups or job classes are established and jobs are assigned to these classifications.

- Under this method, instead of ranking complete jobs, each job is ranked according to a series of factors.
- In point method, jobs are expressed in terms of key factors.

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Self Assessment Questions

1. Explain Training and Development
2. Explain Why employee needs training and development
3. DescribeExecutive Development
4. Describe Supervisory Development
5. Explain the meaning of career planning
6. What are the objectives of career planning
7. Explain different stages in career planning
8. What do you understand by employee counseling?
9. What is the aim of counseling?
10. Explain various aspects of employee counseling
11. Explain types of counseling
12. What you mean by job evaluation?
13. Define job evaluation and explain what are the principles of job evaluation?
14. Explain briefly various methods of job evaluation
15. Describe the Advantages and disadvantages of

    ** Ranking Method and Job classification Method

    ** Point system and Factor Comparison Method

Training and Development in Different Indian Industries

(source-www.google.com)

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Training and Development Banking Industry

Favorable economic climate and number of other factors such as, growing urbanization, increasing consumerism, rise in the standard of living, increase in financial services for people living in rural areas, etc has increased the demand for wide range of financial products that has led to mutually beneficial growth to the banking sector and economic growth process. This was coincided by technology development in the banking operations. Today most of the Indian cities have networked banking facility as well as Internet banking facility. Some of the major players in the banking sector are State Bank of India, HDFC Bank, Citibank, ICICI Bank, Punjab National Bank, etc.

In the Insurance sector also, rapid expansion has created about 5 lakh job opportunities approximately in the past five years. These openings are mainly in the field of insurance advisors or marketing agents. The eligibility criteria for these jobs is graduation with some experience in marketing or become insurance agents after completing school but this needs some relevant training.

Earlier there were no training programs as such for insurance agents but on-the-job training only that was given once the new agent was appointed. But now the scenario has been changed, with the coming up of big players like ICICI Life Insurance, ICICI Lombard, HDFC Life Insurance, Tata AIG General Insurance, etc in this sector, people who've had some formal training are preferred while recruitment because it can be helpful in the insurance field. However, only the insurance degree in this field does not guarantee success. To be successful an agent must have strong interpersonal, networking, and communication skills.

Number of opportunities in Banking and Insurance sector has increased than ever before. With this rapid expansion and coming up of major players like ICICI, HDFC, UTI, Bajaj Allianz, etc in the sector, the need of human resource development has increased.

Training and Development in KPO

KPO is Knowledge Processing Outsourcing, not to be confused with BPO, which is Business Processing Outsourcing. KPO is about providing knowledge based services in the areas like market research, business research, financial research, legal services, etc., while BPO is about providing customer care services, technical support, tele-sales etc. KPO market is expected to grow from US $ 1.3 billion in the year 2003 to US $ 17 billion in the year 2010. KPO sector is expected to grow at a compounded annual growth rate (CAGR) of 49.5% till 2010. According to the National Association of Software and Services Companies (NASSCOM),

But according to Rocsearch, a UK based research firm, KPO sector will be able to reach 100,000 employees only instead of 250,000 employees. Therefore, to fill the demand and supply gap training has now become an important tool like every other technical industry.

With the expected increase in number of employees, training has become the core of KPO industry as well. No matter how much qualified the person is he needs to be trained on processes. As the name itself implies, "knowledge", this sector requires high level of functional know-how as well as domain know-how. There is a constant need of well-planned training programs as the work profile requires understanding of market research objectives and methodologies. This sector requires behavioral training as well as training to handle stress because of odd working hours.

If a person is committed to deliver quality, and is willing to learn with positive attitude then definitely KPO is the right place to work for him.

In KPO sector, training is given in following areas:

- Animation & Design
- Network Management
- Intellectual Property (IP) Research
- Learning Solutions
- Writing & Content Development
- Legal Services
- Medical Services
- Business and Technical Analysis
- Business & Market Research
- Advanced Web Applications
- Financial Consultancy and Services
- Data Analytics
- Pharmaceuticals and Biotechnology
- Research & Development

Training institutes in KPO sector provides training on:

- Understanding of the market research industry
- Understanding on methodologies
- Technical and client specific tools
- Soft skills
- Stress management

- Behavioral skills
- Time Management

The training in this sector usually lasts from 2 to 90 days and is provided by international and local trainers in abroad and India.

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Preferred Training Methods

Some of the preferred training methods in KPO sector are:

- Computer Based Training Methods
- E-learning
- CD-ROM-based
- Lectures
- Discussions
- Media access
- Web
- Video
- Audio

Training and Development in Pharmaceutical Industry

India Pharmaceutical market is valued at about US $8 billion and is expected to reach to US $12 billion by 2010. Indian pharmaceutical market is 2% of world's pharmaceutical market. In the last two years, 3900 new generic products have been launched because of which its market value has been increased to about US $355 million.

Growth in Pharmaceutical Sector

This rapid growth has also increased the training need of the sector.

Training Areas

- Brand Protection
- Contamination Control
- Drug Verification
- Supply Chain Visibility
- Recall Management
- Shrinkage Reductions

Preferred Training Methods

Some of the preferred training methods are:

- Web based training
- Class room training
- Workshops
- On-the-job training

Training and Development in Hospitality Sector

Hospitality sector is growing at a very fast rate in India. The sector is growing at a rate of approximately 8%. This sector can be classified into hotel industry, travel and tourism, restaurants, pubs, clubs and bars, contract catering, and aviation. Other than that, opportunities also exist in universities, sporting venues, exhibition centers and smaller events management companies

The major challenge of this sector is shortage of skilled employees along with the challenge of attrition rate. Skilled chefs and managers are in great demand. Managers require huge range of competencies such as, people management, viable skills, business insights, analytic skills, succession planning, and resource development in order to get success in this sector. In addition to that, employees are not enough trained on Business Etiquettes, Courtesy, and Business Communication. Hospitality is all about handling people.

So an employee must have right attitude, tolerance, and listening skills in order to move up the hierarchy. There is still a long way to go to inculcate good public relation, interpersonal skills.

With the increase in competition due to the coming up of major players like Four Seasons, Shangri-La, Aman Resorts, etc the need to train employees has increased more than ever before. The major players are now strategizing to increase the turnover of the customers by training their employees on Communication, Dining and Business etiquettes, etc. Some of the essentials required by this sector are:

- Good infrastructure
- Trained trainers
- Quality of content
- Certification of training course
- Effective Training evaluation

Training Programs are available for the following areas:

- Food Production
- Food and Beverage Service

- Front Office
- Housekeeping

Training and Development in Automobile Sector

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The Indian automobile sector is growing at a rate of about 16% per annum and is now going to be a second fastest growing automobile market in the world. The sector is going through a phase of rapid change and high growth. With the coming up of new projects, the industry is undergoing technological change. The major players such as, Honda, Toyota, Bajaj, Maruti are now focusing on mass customization, mass production, etc. and are expanding their plants.

According to National Development and Reform Commission (NDRC), India's auto making capacity is expected to become 15 million units by the end of the year 2007 exceeding the yearly demand of about 7 million units.

This rapid expansion is because of growing urbanization, rise in the standard of living of consumers, easy availability of finance, liberalization, privatization, and globalization of Indian Industry. This rapid expansion has created lots of job opportunities. Interested one in this sector has to specialize in automobile/ mechanical engineering. Currently, automobile sector in India is retaining around 10 million employees and is expected to employ more people in near future. Unorganized sector in employing 67% people while, organized sector is employing only 33% people, which is a major drawback for automobile sector.

With this rapid expansion and coming up of major players in the sector, the focus is more on the skilled employees and the need of human resource development has increased. The companies are looking for skilled and hard working people who can give their best to the organization. Various companies are opening training institutes to train interested ones in this sector, like Toyota has recently opened Toyota Technical Training Institute (TTTI) near Bangalore that will offer 4 courses in automobile assembly, mechatronics (a combination of mechanical and industrial electronics), automobile weld and automobile paint. TTTI will provide both a high standard of education and training in automotive technology as well as employment opportunities.

Training and Development in BPO

BPO is Business Process Outsourcing. It is an agreement between two parties for specific business task. The BPO industry is growing at an annual growth rate of 14% and is expected to cross $310 billion by 2008. Job seekers prefer BPO's over other sectors because it is providing high paying jobs to graduates/ undergraduates. To deliver desired services to customer, who is 10,000 miles away, it is important to have good amount of business knowledge and required expertise.

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The various reasons behind the increasing training need in the BPO industry are:

1. BPO industry is expected to generate 1.1 million jobs by 2008, and 6 million jobs by 2015, which is why training need has increased more than ever before.
2. High attrition rate in this sector reason being unsatisfied employee, monotonous work, neglected talent, inadequate know-how, etc
3. Coming up of high profile BPOs

Training has become a major tool to retain employees. People working in BPO sector face the problem of night shift, job stress that results in de motivation. Well designed training program with clear career path increases the job satisfaction among the young professionals and help them in becoming efficient and effective at the work place.

Therefore, organizations have to handle such challenges of meeting training needs, although, the sector is taking a lot of initiatives in conducting training for new joinees. Companies are now aligning business goals with training costs. But what more important is, is the development of the skills of middle management. Various BPO's have an elaborate training infrastructure that includes Computer-Based Training rooms, and specially trained and qualified in-house trainers.

The companies are now busy designing training programs for their employees. These companies try identifying the strengths and weaknesses and are emphasizing more on their personalities, problem-solving skills, and leadership skills.

With constant change in processes, technologies, techniques, methods, etc, there is a constant need of updating, developing and training the BPO employees to consistently deliver customer goals.

Training and Development in Telecom Sector

Telecom is one of the fastest growing sectors in India with a growth of 21% and revenue of Rs 86,720 crore in the year 2006. The sector is expected to grow over 150% by 2012. With increase in competition between the major players like BSNL, MTNL, Hutchison Essar, BPL, Idea, Bharti Tele services, Tata, etc, the requirement for mobile analysts, software engineers, and hardware engineers for mobile handsets has increased.

However, holding an engineering degree is not enough to survive in the Telecom Sector. There is constant need of updating of knowledge, skills, and attitudes.

With this rapid growth in Telecom Sector, the need for trained professionals in bound to rise and so is the training need. The total training market in Telecom Sector is estimated to be Rs 400 crore.

Many top players are spending a huge amount on training and development, for example BSNL alone spends more than 100 crore on training and development of its employees through the Advanced Level Telecommunications Training Centre (ALTTC) and 43 other regional training institutes. Reliance has also established Dhirubhai Ambani Institute of Information and Communication Technology. In addition to that, Bharti has also tied-up with IIT Delhi for the Bharti School of Telecommunication Technology and Management.

With the increase in competition, availability of huge amount of information through internet, magazines, newspapers, TV, etc, and increased awareness among customers, the demand to impart proper training in non-technological areas like customer care and marketing has increased too.

Rapid technological changes, network security threat, mobile application development, growing IP deployment in the sector have brought back the training and development in the priority catalog.

Training and Development in IT Sector

The Indian IT sector is growing at a very fast pace and is expected to earn a revenue of US $87 billion by 2008. In 2006, it has earned revenue of about US $ 40 billion with a growth rate of 30%. IT sector is expected to generate 2.3 million jobs by 2010, according to NASSCOM (National Association of Software and Service Companies)With this rapid expansion of IT sector and coming up of major players and new technologies like SAP, the need of human resource development has increased.

According to the recent review by Harvard Business Review, there is a direct link between training investment of the companies and the market capitalization. Those companies with higher training investment had higher market capitalization.

It clearly indicates that the companies which have successfully implemented training programs have been able to deliver customer goals with effective results. It shows that good training results in enhancement of individual performance, which in turn, helps the organization in achieving its business goals. Training is a tool that can help in gaining competitive advantage in terms of human resource.

With the growing investment by IT companies in the development of their employees many companies have now started their own learning centers. As an example, Sun has its own training department. Accenture has Internet based tool by the name of "My Learning" that offers access to its vast learning resources to its employees. Companies are investing in both the technical training, which has always been an essential part in IT industry, as well as in managerial skills development. Companies now kept aside 3-5% of revenue for training programs. As an example, some of the major players like Tata Elexi and Accenture are allocating 7% and 3% respectively of the company's overall revenue.

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With the rapid expansion in IT/ITES sector, now there is enough scope of IT training courses and institutes. IT sector is soon going to face a huge shortfall of skilled employees, if the growth in the software industry goes by as expected. According to recent report of NASSCOM (The National Association of Software and Services Companies) on software industry, the IT services sector will see a shortfall of 2,35,000 people by 2008. IT spending in the global business world is expected to grow by 6 to 7 % in the next 3 years, which will be enough to give boost to the IT training sector.

This huge IT spending is largely because of uptake in IT recruitment.

According to a recent IDC report, India alone spends $216 million, i.e. 21% of the total spending of IT training in the region, and is expected to be one of the largest contributors in the coming years. This is largely because India alone accounts for 60 % of the total Asia-Pacific demand for IT professionals.

The major factor that is responsible for growth in IT sector is the e-governance initiatives introduced by central government and various other state governments.

The specific areas where training is given in IT/Software Development sector are:

- Computer Manufacturing
- EDP/ E- Commerce
- Designing
- Maintenance Service
- Operating jobs, Computer operators, Data Entry
- System Developing /Programming /Software Engineering
- Networking
- Application Programming
- Research and Development in Peripheral Integration
- Product Quality Control and Reliability Testing
- Enterprise Resource Planning (ERP)
- Database Warehousing and Management

Preferred Training Methods

Some of the methods of training generally used in the IT sector are:

- Computer Based Training
- Internet Based Learning
- Lectures

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- Labs
- On-the-job (OTJ) Training
- Distant Learning
- E-Books
- Mentoring
- Coaching
- Job Rotation